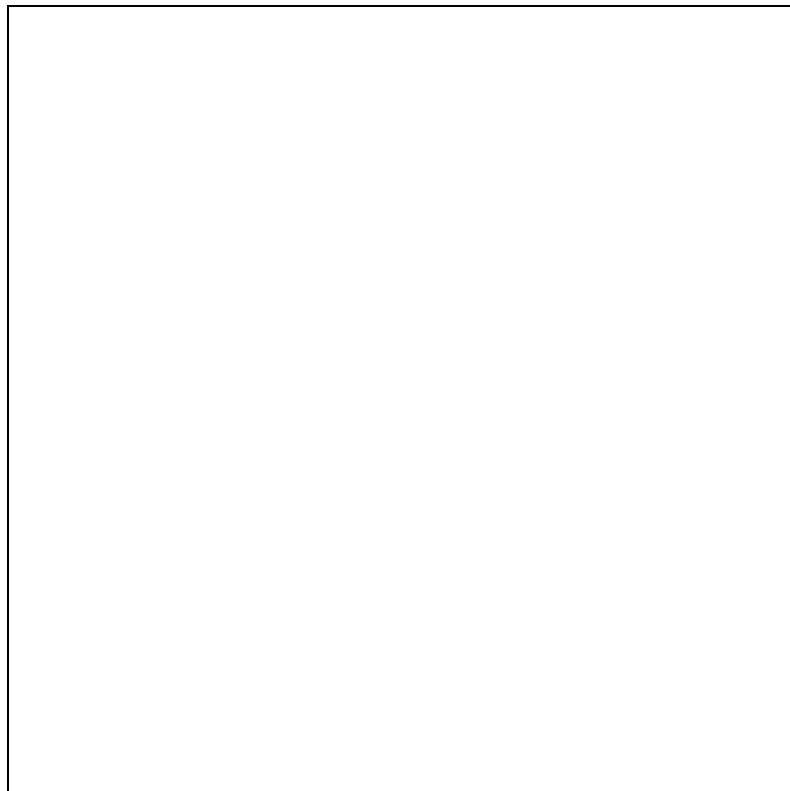


CIVIL AIR PATROL LEVEL I SENIOR MEMBER ORIENTATION COURSE



**Instructor Guide
and**

Student Materials

Civil Air Patrol Senior Member Orientation Course

Foreword

CAPP 50-8

This pamphlet includes the Instructor Guide, evaluation materials, and Student Guide for the Level I Senior Member Orientation Course. The Orientation Course and this pamphlet are based on the directives and guidance of CAP Manual 50-17, *Civil Air Patrol Senior Member Training Program*.

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Civil Air Patrol Senior Member Orientation Course

Section A

Introduction

This Orientation Course may be the most important class a Civil Air Patrol member will attend because it sets the stage for the member's entire Civil Air Patrol career. It is critical that the instructor at the unit level presents a quality orientation course to ensure new members begin their CAP career successfully.

This videotape based orientation course should last from four to six hours and is intended to provide new members with the basics of Civil Air Patrol. The individual instructor should use the video tape in conjunction with this instructor guide and locally developed information to present a carefully planned orientation course. The tape is **not** intended as a stand alone product to be given to a new member for self-study at home. The tape along with this instructor guide should be the basis for questions and discussion which will help to show new members see how they fit into the important mission of CAP.

Orientation Course Text

The primary text for the Orientation Course is Civil Air Patrol Manual 50-1. Each new senior member should have access to a copy or be encouraged to purchase a copy of this manual to accomplish the reading assignments prior to the start of the course. Instructors may order the number of copies required in advance for a fee from the CAP Bookstore by phoning 1-800-633-8768 or FAX orders to 1-334-265-6381.

Instructor Guide

This instructor guide was developed to help the instructor conduct a successful orientation course beginning with a checklist for planning the course. By following the checklist, instructors should be able to avoid the painful experience of arriving at the scheduled day for the course without such critical elements as equipment, course materials, or a place to conduct the training. The checklist provides reminders of duplication requirements for lesson materials. The instructor guide also includes "Generalizations on Adult Education" which should be studied carefully by all instructors. Adopting these concepts and ideas will help you present a more successful course for senior members. The course outline gives you timing and flow guidelines for the course.

The instructor guide includes a teaching plan for the overview and each of the five parts of the orientation course. Following is a brief explanation of the headings and notes used in the instructor guide.

References: These are the manuals and pamphlets that are the basis for the teaching plan. If possible, Instructors should review this material prior to teaching the course.

Goal: This is the overall goal for the lesson or what each student should know or understand when the lesson is complete.

Lesson Objectives: These are the critical objectives that should be covered during the orientation course. In addition to covering these objectives, instructors should add material which will orient the new member to their local unit and wing.

Main Points: These are the main divisions of the lesson and correspond with the lesson objectives.

Plan of Presentation: Like the goal, the plan of presentation provides the overall blueprint for presenting the lesson.

Attention: The attention step is intended to catch the student's interest. An attention step is provided in each lesson, but instructors are encouraged to supplement the lesson with locally developed attention steps.

Motivation: The motivation step gives students reasons why they need to know the information in the lesson. Again, instructors are encouraged to personalize this information if possible to make it more meaningful to students.

Overview: The overview includes a brief review of the main points to be covered during the lesson. A few brief comments on the main points help prepare students for the lesson to follow. (Tell them what you are going to tell them)

Summary: Summaries and interim summaries are intended to briefly recap the information covered. These help the student review and categorize the material presented and aid the retention of information. (Tell them what you told them)

Closure: The closure is intended to wrap up the lesson with a brief comment and/or to prepare the student for the next segment of material.

State: This information is intended to be shared with the student. Instructors may read or paraphrase the information for students.

Question: Questions are provided to stimulate responses from the students. Follow-up questions (FUQ) and anticipated answers are provided to move the discussion along.

Transition: Suggested transitions are provided to smooth the flow of the lesson. Instructors are encouraged to add transitions which will briefly recap and prepare students for the next material to be presented. Transitions help students link ideas together.

Show Slide: This heading indicates the point in the lesson when the PowerPoint slide, viewgraph, or flip chart should be shared with the students.

Instructor Note: These notes are intended for the instructor, **not the students**. They provide guidance for the instructor during the flow of the lesson.

The instructor guide includes visual aid masters which can be used to produce overhead slides, or the information from the slide may be transferred to flip charts. All slides are available on 3 ½ inch disk in Microsoft PowerPoint presentation format.

Student Guide

The student guide is intended to be reproduced and distributed to each student in advance. The student guide provides reading assignments the student should accomplish prior to the class plus other material for review. The guide also includes an outline for each of the five parts to help students follow the classroom presentation and take notes.

Orientation Course Quiz

Copies of the quiz should be reproduced in advance so that each student can complete the quiz at the end of the course. The intent of the quiz is review and reinforcement, not measurement and testing, therefore no attempt should be made to assign grades or differentiate between high and low achievers. The results of the quiz should be used to provide instructors with feedback on areas of the course that need more emphasis and to provide reinforcement for students during the review period. During the review, the instructor should place special emphasis on explaining why an answer is correct or incorrect rather than simply identifying right and wrong answers.

End-of Course Surveys

A copy of the Orientation End-of-Course Evaluation survey should be reproduced for each student and distributed to students after the quiz is reviewed. Also, each instructor who presents a portion of the Orientation Course should complete a copy of the Instructor Evaluation of Orientation Course Survey. All surveys should be forwarded to HQ/ETS along with the director's report. Student and instructor course surveys, comments, and evaluations will be used to improve future editions of the orientation course.

Orientation Program Certificates

Upon completion of the Orientation Course, senior members should be presented the Orientation Program Certificate, CAPC-13. Certificates should be ordered well in advance by sending CAP Form 8, Requisition for Publications and Blank Forms, to HQ CAP/ETS, 105 South Hansell Street, Maxwell AFB, AL 36112-6332.

Director's Report

The course director must ensure that the director's report, CAP Form 11, is completed and forwarded to CAP HQ/ETS, 105 South Hansell Street, Maxwell AFB, AL 36112-6332. Send a courtesy copy to the wing senior program officer.

Instructional Aids or Resources:

Level I Orientation Video Tape

Senior member packet

Level I Orientation Instructor Guide

Television and VCR

Level I Orientation Student Guide

Overhead Projector or Flip Chart

LEVEL I ORIENTATION COURSE CHECKLIST

30 DAYS PRIOR TO CLASS START

- Select and schedule meeting location
- Set date and time
- Study the Instructor Guide and review Student Guide
- View the Level I Orientation Video
- Personalize instructor guide for local unit
- Select and notify instructor and support staff
- Notify those selected to attend the class
- Order required lesson materials and references and Orientation Program Certificates

15 DAYS PRIOR TO CLASS START

- Verify availability of meeting location and number of students
- Obtain supporting materials and supplies
- Fine tune instructor guide
- Update instructors and support members as required
- Make copies of Student Guide and distribute one to each student

10 DAYS PRIOR TO CLASS START

- Make arrangements for TV and VCR
- Obtain instructor materials such as overhead projector and wet board
- Review lesson materials for quantity and quality
- Obtain administrative supplies
- Finalize instructor guide and presentation materials
- Conduct a practice session(s) with an audience if possible
- Make a copy of the Orientation Course Quiz and Orientation End-of-Course Evaluation for each student to be distributed at the end of the course

5 DAYS PRIOR TO CLASS START

- Make final adjustments to the lesson plan based on feedback from practice sessions
- Advise staff members of uniform requirements
(consider wearing different uniform combinations to demonstrate proper wear to students)

1 DAY PRIOR TO CLASS START

- Check availability and operation of all equipment
- Assemble and distribute all lesson materials to classroom
- Verify arrangements for refreshments (if provided)

DAY OF CLASS

- Set up and final check all equipment
- Ensure classroom environment is conducive to learning (heat, lights, noise, etc.)
- Prepare or ensure access to refreshments (coffee, sodas, snacks, etc.)
- Inspect staff members and have someone greet class members as they arrive
- Enjoy the rewards of a well planned and presented orientation course

GENERALIZATIONS ON ADULT EDUCATION

The following generalizations on adult education provide an excellent framework for developing curriculum intended for adult students. They also are excellent guidelines for Level I Instructors to think about and use when presenting the Orientation Course.

GENERALIZATIONS ON ADULT EDUCATION

Definition: Adult education is the process through which adults have and use opportunities to learn systematically under the guidance of an organization, teacher, supervisor, trainer, or leader. It is a cycle of planning, conducting and evaluating learning activities. It requires guidance by the teacher or trainer. It is concerned with purposeful guided learning. It is usually ungraded.

1. Adult learning is problem centered: an adult expects the learning to fit into daily life.
2. Adults use previous experiences to learn new material.
3. Adults have likes and dislikes with dislikes getting stronger with age.
4. Adults are extremely sensitive to failure in the learning situation.
5. The most effective learning environment for adults is one where leadership is shared.
6. Many adults doubt their ability to learn.
7. Physical factors can impair learning.
8. Adults expect the answers they get to be correct and work. They are often goal directed.
9. Adults in the learning environment vary widely in age, experience, motivation and goals.
10. The learning strategy should be suited to the learner, not the learner to the strategy.
11. Learning for an adult is a slow, evolutionary undertaking that requires time to ripen.
12. Adults affected by instructional decisions should be able to influence those decisions.
13. Adults need to be respected in the learning environment for choosing to be present.
14. Adults control their own learning. The teacher/trainer is a facilitator of learning, not a “teller” of facts.

Courtesy of the North Central Region Staff College and Colonel John Lehr, CAP

LEVEL I ORIENTATION COURSE OUTLINE

| | | Approximate Time |
|--------------------------------|--|-------------------------|
| Overview of Orientation Course | | 5:00 minutes |
| Introductions | | 15:00 minutes |
| Part I | Civil Air Patrol History | |
| | Video | 12:00 minutes |
| | Lesson Plan | 20:00 minutes |
| BREAK | | 10:00 minutes |
| Part II | Civil Air Patrol Missions and Organization | |
| | Video | 15:00 minutes |
| | Lesson Plan | 20:00 minutes |
| Part III | Civil Air Patrol Uniforms | |
| | Video | 20:00 minutes |
| | Lesson Plan | 20:00 minutes |
| BREAK | | 15:00 minutes |
| Part IV | Civil Air Patrol Customs and Courtesies | |
| | Video | 20:00 minutes |
| | Lesson Plan | 20:00 minutes |
| Part V | Civil Air Patrol Senior Member Program | |
| | Video | 10:00 minutes |
| | Lesson Plan | 25:00 minutes |
| BREAK | | 15:00 minutes |
| Evaluation | | |
| Questions | | 5:00 minutes |
| Quiz | | 25:00 minutes |
| Review | | 15:00 minutes |
| End-of-Course Survey | | 10:00 minutes |

PERIOD TITLE: ORIENTATION COURSE OVERVIEW

REFERENCES: CAP Manual 50-17, *CAP Senior Member Training Program*; CAP Manual 50-1, *Introduction to Civil Air Patrol*.

GOAL: The goal of the orientation course is to provide new senior members with the information they need to be effective members of Civil Air Patrol. This overview is intended to provide an outline of the material to be covered in the course and to provide the opportunity for new members to become acquainted.

ORIENTATION COURSE OBJECTIVES: (From CAP Manual 50-17) After completing this Level I training students should be able to:

- a. Describe the CAP mission, purpose and programs.
- b. Explain the CAP chain of command and CAP's regional divisions.
- c. Differentiate between CAP corporate structure and the USAF structure of National Headquarters.
- d. Recognize CAP senior member and cadet insignia.
- e. Wear all items of the uniform and insignia correctly.
- f. Observe correct CAP/military customs and courtesies and protocol.
- g. Demonstrate basic knowledge of the following items:
 - (1) The origin and historic highlights of CAP.
 - (2) The five levels of the senior member training program.
 - (3) The CAP cadet program.
 - (4) The senior member's responsibility to set the example for cadets in dress and conduct.
 - (5) The types of publications which inform and direct CAP members.
 - (6) The benefits of senior membership in CAP.
 - (7) The history, mission, and operations of the local unit.
 - (8) The core values of the US Air Force and Civil Air Patrol.
 - (9) Civil Air Patrol policy on discrimination and sexual harassment.

Instructor Note: These course objectives are covered in the separate parts of the lesson. No need to go over them here separately.

TEACHING PLAN

Instructor Note: Use PowerPoint Slides # 1. CAP Overview Slides or other visual aids

Show Slide CAP Level I Orientation Course

ATTENTION: Welcome to the Level I Orientation Course for new senior members. We are going to spend the next several hours together learning about an organization I'm very proud to belong to: Civil Air Patrol. Your experience in CAP can be one of the most exciting and rewarding things you do in your lifetime. You can learn a multitude of new things, receive top notch training, build life-long friendships, contribute to your community and your nation, and even participate in disaster relief and life saving operations in times of emergency. Besides all those worthy accomplishments, CAP membership can be downright fun if you are prepared to take advantage of all the opportunities available to you.

CAP Level I Orientation
Course

Welcome

MOTIVATION: This course has been designed to provide you as a new senior CAP member with the information you'll need to take advantage of the many opportunities in Civil Air Patrol. Survey data and feedback from the field indicate that new senior members need an overview of CAP, including its history and its mission and organization, instruction on the CAP uniform, instruction and practice with customs and courtesies, and information about the senior program. This course is designed to provide this information and to give you the basic knowledge necessary to be informed and effective members of CAP. Completion of this course will also prepare you to participate successfully in the next levels of CAP training.

Overview:

Show Slide Course Content

| | |
|---------------------------|-------------------------------|
| Introduction and Overview | |
| Part I | CAP History |
| Part II | CAP Missions and Organization |
| Part III | CAP Uniforms |
| Part IV | CAP Customs and Courtesies |
| Part V | CAP Senior Member Program |
| Evaluation | |

| Course Content | |
|---------------------------|-------------------------------|
| Introduction and Overview | |
| Part I | CAP History |
| Part II | CAP Missions and Organization |
| Part III | CAP Uniforms |
| Part IV | CAP Customs and Courtesies |
| Part V | CAP Senior Member Program |
| Evaluation | |

State: Here is an overview of the material we'll be covering today. The five parts of the course each include a video segment followed by a class discussion and review of the material. To get the most from the course, I encourage you to watch the video tape segments carefully and make notes to yourself. Then during the classroom lesson everyone should participate actively during the discussion. This will help you with the last item on the slide called evaluation.

Show Slide: Evaluation

Class discussion of video and lesson plan

Demonstration of customs and courtesies

Orientation Course Quiz and Review

End-of-Course Critique

State: Yes, we will be evaluating your knowledge of the course material, but the intent of this evaluation is not to decide who passes or fails. Instead, we want to make sure that you have the basic knowledge you need to begin your CAP career successfully after you complete this course. We'll also ask you to evaluate the course and give us feedback on how we can improve it in the future as you have the opportunity to complete an end-of-course critique.

| Evaluation |
|---|
| Class discussion of video and lesson plan |
| Demonstration of customs and courtesies |
| Orientation Course Quiz and Review |
| End-of-Course Critique |

Transition: You can see that we do have a great deal of material to cover in the next several hours, but before we begin, it is important to take a few minutes to get to know each other.

State: We'll take a few minutes to go around the room and learn a little about the other people in this classroom. The people you see around you will be learning different jobs and have different roles to play in CAP, but each one has a valuable contribution to make. It helps to learn a little bit about the people you'll be working with to accomplish the CAP mission in this unit. We don't need your entire life story, just your name, where you work, a couple of things that really interest you, and how long you've been in CAP. I'll start the process in a few minutes, but first I want you to write down the answer to this question.

Question: Why did you join Civil Air Patrol?

Instructor Note: Pass out 3X5 cards for students to record their answers. Tell them not to write their name on the card, just the answer. After a couple of minutes, take up the cards and begin the introductions by telling the students a little bit about yourself. It may help to list the items you want students to cover on the board to avoid lengthy introductions by some individuals.

Instructor Note: When you have a chance later during the playing of the video segments, look over these cards and categorize them to fit your lesson plan. Find a point in your lesson plan that corresponds to a reason a student gave for joining CAP. For example, if someone listed "To participate in search and rescue operations", you can highlight this during the discussion of Part II, Missions of CAP. Remember, these students joined CAP because they wished to contribute to an organization they believed in or because they wished to gain something of value by belonging. Either way, the more you can make the orientation course relevant to each student, the more success you'll have as an instructor. Show them that the orientation course is meeting a real need, and you'll gain their interest and involvement during the next few hours you spend together.

Transition to Part I: Now that we know a little bit about each other, and I have some ideas about why you joined CAP, let's get on with business. This first video segment will tell you about the proud history of CAP. Watch the video, make notes, and we'll discuss the history of CAP after you've seen the video. **Any questions before we begin?**

PERIOD TITLE: Part I Civil Air Patrol History

REFERENCES: CAP Manual 50-1, *Introduction to Civil Air Patrol*; CAP Manual 50-2, *Civil Air Patrol, Auxiliary to the US Air Force*; *Missions For America, The Civil Air Patrol Story*.

GOAL: The goal of this lesson is for each member to know the history and evolution of Civil Air Patrol into the organization it is today. In addition, members will learn about significant events and people associated with their local unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Explain why Civil Air Patrol was formed.
2. Recall the contributions of important individuals in the historical development of Civil Air Patrol.
3. Outline the types of Civil Air Patrol missions in World War II.
4. Describe when and how Civil Air Patrol was incorporated following WW II.
5. Describe when and how Civil Air Patrol became the USAF's permanent auxiliary.
6. Identify important events and people associated with the local unit and/or wing.

MAIN POINTS:

1. Formation of Civil Air Patrol
2. Founders and supporters of Civil Air Patrol
3. Civil Air Patrol during World War II
4. Civil Air Patrol during the post-war period
5. Civil Air Patrol: The USAF's permanent auxiliary
6. History and people associated with the local unit and/or wing

PLAN OF PRESENTATION: The instructor should introduce Part I of the Level I Orientation Video and then have members view the first segment. After stopping the tape at the end of part one, the instructor should facilitate the teaching plan on the history of Civil Air Patrol and present any significant historical facts about the local unit and/or wing.

TEACHING PLAN

Instructor Note: Use PowerPoint Slides: # 2 CAP History or other visual aids

ATTENTION: Did you know before watching the video that Civil Air Patrol was older than the US Air Force and played a vital role in defense of the United States during World War II including missions to bomb submarines? This video pointed out how and why Civil Air Patrol got its start before the US became officially involved in WW II and how CAP evolved into the auxiliary of the US Air Force.

MOTIVATION: To be an effective member of any organization, you need to know something about how and why the organization began and some of the people who made the organization what it is. For example, if you play outfield for the Yankees you ought to know about a guy named Babe Ruth, or if you build cars for Ford Motor Company, you should know about Henry and even Edsel. The goal of this lesson is for members to learn about the history and evolution of Civil Air Patrol into the organization it is today and some of the people who made that happen. In addition, you'll learn about the people and significant events that have molded this local unit.

OVERVIEW:

Show Slide **Main Points**

MAIN POINTS:

1. Formation of Civil Air Patrol
2. Founders and supporters of Civil Air Patrol
3. Civil Air Patrol during World War II
4. Civil Air Patrol during the post-war period
5. Civil Air Patrol: The USAF's permanent auxiliary
6. History and people associated with the local unit and/or wing

MAIN POINTS

Formation of CAP
 Founders and supporters of CAP
 CAP during World War II
 CAP during the post-war period
 CAP: The USAF's permanent auxiliary
 History and people associated with the local unit and/or wing

State: The video briefly covered the first five points you see on this slide. Now let's talk about the first two of these points in detail.

MP 1. Formation of Civil Air Patrol

MP 2. Founders and supporters of Civil Air Patrol

State: I hope you all have read about the beginning of Civil Air Patrol in CAP Manual 50-1. CAPM 50-1 gives you a good account of the concerns that private aviation supporters had about the loss of control of civil aviation and some of the Americans who acted on those concerns.

Question: What were the primary concerns of private aviation supporters in the US during the 1930s prior to America's involvement in WW II?

Answer:

1. That the nation's air power had to be strengthened and
2. Civil flights in the US might be eliminated if the US became involved in the war.

FUQ (Follow Up Question): Do you think these concerns were valid?

Answer: Answers vary, but have students justify their comments.

FUQ: What contribution did Gill Robb Wilson make to the beginning of CAP?

Answer:

Wilson was an aviation writer who toured Germany in 1938 and saw the rise of Adolph Hitler. He saw the potential advantage of using the civil aviation assets of the US when America became involved in the war. Wilson organized the New Jersey Civil Air Defense Services with the approval of New Jersey Governor Edison.

Transition: As you saw in the video, Gill Robb Wilson provided the initial push for CAP, but there were other early supporters that helped CAP become a reality.

Show Slide Founders and Supporters

| |
|--|
| Founders and Supporters Gill Robb Wilson General H.H. (Hap) Arnold Thomas Beck Guy Gannet Fiorello LaGuardia Major General John F. Curry |
|--|

FUQ: Who was the Chief of the Army Air Corps from 1938-41 and how did he support Gill Robb Wilson and Civil Air Patrol?

Answer:

General H.H. (Hap) Arnold backed Wilson's early plans for Civil Air Defense Services, and later set up a board of military officers to review the final plan presented by Wilson. The board, headed by General George Stratemeyer, approved the plan and recommended that Army Air Forces officers help set up and administer the CAP organization.

FUQ: What state's plan for civil air defense services became the blueprint for the formation of Civil Air Patrol?

Answer:

Gill Robb Wilson's **New Jersey** Civil Air Defense Services plan became the blueprint for Civil Air Patrol. Wilson's plan called for a civilian pilot instructor refresher course and a civil pilot training program. A second step of the plan called for organization of civil aviation personnel to be used in the coming war effort.

FUQ: What roles did Thomas Beck, Guy Gannet, and Fiorello LaGuardia play in the development of Civil Air Patrol?

Answer:

Thomas H. **Beck**, Chairman of the Board of Crowell-Collier Publishing Company and Guy P. **Gannet**, owner of a New England newspaper chain, joined with Wilson to present their plan for a National Civil Air Patrol to former New York City Mayor Fiorello H. **LaGuardia**, the director of the newly formed Office of Civilian Defense. LaGuardia appointed Wilson, Beck, and Gannet to a special aviation committee which worked to finalize the details of the plan. With the approval of the AAF board, LaGuardia signed a formal order creating the Civil Air Patrol on 1 December 1941.

FUQ: Who became the first commander of Civil Air Patrol on 8 December 1941? Who was the first executive officer?

Answer:

Major General John F. Curry, US Army Air Forces and Gill Robb Wilson

Transition to MP 3 CAP was born during the tumultuous first week of December 1941 when Pearl Harbor became etched on every American's mind. As an organization, CAP had to hit the ground running as the US entered the war.

MP3 Civil Air Patrol during World War II

Question: After the US entered WW II, what German threat brought Civil Air Patrol forces into action?

Answer:

German submarines operating off the eastern and southeastern coasts were taking a heavy toll in American shipping of war supplies and materials. On 5 March 1942, Civil Air Patrol was authorized to conduct a 90-day experimental operation of coastal patrol beginning at three bases and rapidly expanding to 21 bases.

FUQ: What event brought about the arming of Civil Air Patrol aircraft?

Answer:

The escape of a grounded German submarine in May 1942 which had been a "sitting duck" for an CAP aircraft which was unarmed.

FUQ: Who was credited with the first CAP "kill" of a German submarine?

Answer:

A crew of Captain Johnny Haggins and Major Wynant Farr, flying a Grumman Widgeon out of Atlantic City, depth-charged and destroyed a German submarine off the coast of New Jersey.

FUQ: How effective was CAP at its coastal patrol mission during WW II?

Answer:

CAP was very effective during the 18 months it flew coastal patrol until the end of August 1943. During that period CAP flew over 86, 000 missions and sighted 173 submarines with two

confirmed “kills”. CAP also summoned help for ships in distress and for survivors of submarine attacks. These patrols cost 26 aircrew lives and 90 lost aircraft and earned Air Medals and Exceptional Civilian Service awards for CAP members.

FUQ: Besides coastal patrol, what other missions did CAP have during WW II?

Show Slide

Other WW II Missions

Answer:

During the period from January 1942 to January 1946, CAP pilots flew over 24,000 hours of assigned **search and rescue (SAR) missions** plus many thousands of additional SAR hours at their own expense. In Nevada, CAP SAR teams formed their own cavalry to rescue crews in rough terrain, and in Florida SAR teams used swamp or glade buggies to rescue crews. Flying **cargo and courier missions**, CAP pilots flew over 3.5 million pounds of mail and cargo plus hundreds of military passengers. CAP aircraft flew over 30,000 hours of **border patrol missions** along the Mexican border to spot suspicious activities. CAP pilots also **towed aerial targets** and supported **searchlight and radar training** missions. CAP pilots aided in **disaster relief** and ground personnel **guarded airfields and other vital resources**. Throughout the war CAP carried on **pilot training activities** to prepare pilots for military service and for the Civil Air Patrol.

Other WW II Missions

Search and Rescue (SAR)
Cargo and Courier
Border Patrol
Aerial Target Towing
Searchlight and Radar Training
Disaster Relief
Airfield and Resource Security
Pilot Training Activities

FUQ: What is the significance of the date 29 April 1943 to Civil Air Patrol?

Answer:

Because of its successful accomplishment of all these wartime missions, CAP was transferred on this date from the Office of Civilian Defense to the War Department where it continued to train Army Aviation cadets in great numbers until the end of the war racking up a total of 500,000 hours of missions.

Transition to MP 4 During the last two years of the war, CAP continued to accomplish vital missions until the Japanese surrender in September 1945 and a period of massive demobilization began.

MP 4 Civil Air Patrol during the post-war period

Question: How would you characterize the future of CAP at the end of WW II?

Answer:

Despite proving itself with many wartime missions, CAP's future was **uncertain** after the war. The drastic cut in postwar budgets threatened a cut-off in AAF funding which led General Arnold to convene a conference of CAP wing commanders to develop a plan for the future of Civil Air Patrol.

Show Slide

Public Law 476

FUQ: What were the results of the conference convened by General Arnold?

Answer:

The conference recommendations led to the incorporation of CAP as a corporation "solely of a benevolent character" on 1 July 1946, under **Public Law 476**. The law called on CAP to:

| |
|--|
| Public Law 476 Encourage development of aviation Encourage contributions to public welfare Provide aviation education and training Foster civil aviation Private citizens assist in emergencies |
|--|

- a. Provide an organization to encourage and aid American citizens in the contribution of their efforts, services, and resources in the development of aviation and in the maintenance of air supremacy, and to encourage and develop by example the voluntary contribution of private citizens to the public welfare;
- b. Provide aviation education and training especially to its senior and cadet members; to encourage and foster civil aviation in local communities and to provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies.

Transition: Let's look at the objectives CAP adopted to accomplish these missions.

Show Slide

Post War Objectives

- a. Inform the general public about aviation and its impacts
- b. Provide seniors and cadets ground and preflight aviation education and training
- c. Provide air service under emergency conditions
- d. Establish a radio network covering all parts of the United States for both training and emergency use
- e. Encourage the establishment of flying clubs for its membership
- f. Provide selected cadets a two-week encampment at air bases

| |
|--|
| Post War Objectives Inform the public Provide ground and pre-flight training Provide emergency air service Establish radio network Encourage flying clubs Provide cadet encampments Provide cadet flight scholarships Encourage model building and flying Assist veteran employment Contribute to special projects |
|--|

- g. Provide selected cadets flight scholarships
- h. Encourage model airplane building and flying
- i. Assist veterans to find employment
- j. Contribute services to special projects such as airport development and aerial surveying

Transition to MP 5 Public Law 476 gave CAP new life after the war but real permanence would come with the birth of the new US Air Force.

MP5 Civil Air Patrol: The USAF Auxiliary

Show Slide CAP: The USAF Auxiliary

Question: What event in 1947 caused the CAP to review its relationship with the Army Air Forces?

Answer:

The National Security Act of 1947 removed the Army Air Forces from Army control and established the United States Air Force as a separate service.

FUQ: What was the relationship between CAP and the new US Air Force?

Answer:

In October 1947 a CAP board met with USAF officials to permanently establish CAP as the USAF auxiliary. On 26 May 1948, congress approved **Public Law 557** making CAP an official auxiliary of the new United States Air Force.

Interim Summary: We have looked at the evolution of CAP from its beginning on the eve of WW II up until it became a permanent auxiliary of the USAF. Since that time there have been many others who have made lasting contributions to CAP. Besides Gill Robb Wilson, two other prominent supporters of CAP are recognized by awards named for them. We'll learn more about Grover Loening and Paul Garber later when we look at senior member training awards. As a new CAP member it is important that you know about the proud heritage associated with the uniform you wear. Over the years CAP members have sacrificed their lives and their worldly goods to support a mission and organization they believed in. Members of this unit have also sacrificed and contributed to the proud traditions of Civil Air Patrol.

MP 6 History and people associated with the local unit and/or wing

Instructor Note: Add material here on the history and traditions of the local unit and wing so that students gain an appreciation and sense of belonging to the unit.

CAP: The USAF Auxiliary

National Security Act 1947 establishes USAF

Public Law 557 in May 1948 establishes CAP as USAF auxiliary

Summary:

Show Slide Main Points

MAIN POINTS:

1. Formation of Civil Air Patrol
2. Founders and supporters of Civil Air Patrol
3. Civil Air Patrol during World War II
4. Civil Air Patrol during the post-war period
5. Civil Air Patrol: The USAF's permanent auxiliary
6. History and people associated with the local unit and/or wing

MAIN POINTS

Formation of CAP
Founders and supporters of CAP
CAP during World War II
CAP during the post-war period
CAP: The USAF's permanent auxiliary
History and people associated with the local unit and/or wing

Instructor Note: While showing this slide, briefly review the highlights of the video and main points from the presentation. Acknowledge significant contributions and points made by students during the discussion.

Closure: During this first session we've looked at the proud history of Civil Air Patrol. As you progress through CAP you will learn more about the history of CAP and the traditions of the unit to which you belong. These traditions have withstood the test of time. Your job as a new member is to learn about them and to uphold these proud traditions each time you participate in Civil Air Patrol activities. This applies to how you complete training, how you do your job, how you wear your uniform, and how you individually make a contribution to the continuing history of Civil Air Patrol. Who knows, someday there may be a CAP award named after you.

Transition to Part II: Now let's take a break and then we'll continue with your orientation course by looking at Part II of the video which covers the missions and organization of CAP. **Any questions?**

PERIOD TITLE: Part II Civil Air Patrol Missions and Organization

REFERENCES: CAP Manual 50-1, *Introduction to Civil Air Patrol*; CAP Manual 50-2, *Civil Air Patrol, Auxiliary to the US Air Force*; *Missions For America, The Civil Air Patrol Story*; Civil Air Patrol Manual 20-1, *Organization of Civil Air Patrol*; Civil Air Patrol Regulation 20-3, *Charters and Other Organizational Actions*.

GOAL: The goal of this lesson is for each member to know the missions and organization of Civil Air Patrol. Members will gain an appreciation for the role of CAP in advancing aerospace education, in supporting cadet programs, and in providing emergency services to the citizens of the United States. Participants will learn the organizational structure and chain of command for Civil Air Patrol and also learn the particular mission and organization of their unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Define the missions of Civil Air Patrol.
2. Describe the role of internal and external aerospace education programs.
3. Summarize the Civil Air Patrol cadet program.
4. Explain the role of Civil Air Patrol in emergency services.
5. Identify other missions of Civil Air Patrol.
6. Outline the general organization of Civil Air Patrol.
7. Identify the function and purpose of national and regional officers and governing bodies.
8. Describe the relationship between Civil Air Patrol and the USAF.
9. Explain the purpose and structure of the USAF Region and Wing Liaison offices.
10. Demonstrate an understanding of the mission and organization of the local unit and/or wing.

MAIN POINTS:

1. Civil Air Patrol Vision and Mission
2. Missions of Civil Air Patrol.
3. Organization of Civil Air Patrol
4. Where the local unit and/or wing fits within Civil Air Patrol

PLAN OF PRESENTATION: The instructor should introduce Part II of the Level I Orientation Video and then have members view the segment. After stopping the tape at the end of part two, the instructor should facilitate the lesson using the teaching plan. The instructor should add information on the mission and organization of the local unit and/or wing.

TEACHING PLAN

Instructor Note: Use PowerPoint Slides # 3 CAP Missions & Organization or other visual aids

ATTENTION: Before watching the video did you know Civil Air Patrol was involved in this many missions? Did you understand the organizational structure of CAP? The video did a good job of showing you some of the activities of Civil Air Patrol, and now we want to look at the missions and organization of CAP in detail and clarify any questions you may have.

MOTIVATION: Have you ever started on a trip somewhere and realized after you began that you had left your road map behind? Then, half way there your car breaks down and you realize that your owner's manual is safely at home with your road map. Since half the population of the United States refuses to stop and ask for directions, not having a map or a manual can lead to a lot of wasted time and embarrassment. Similarly, as you began your career in CAP it helps to have a road map and manual so you know where the organization is headed and how it operates. That is the purpose of the video you just watched and this lesson.

OVERVIEW:

Show Slide Main Points

MAIN POINTS:

1. Civil Air Patrol Vision and Mission
2. Missions of Civil Air Patrol
3. Organization of Civil Air Patrol
4. Where the local unit and/or wing fits within CAP

MAIN POINTS

CAP Vision and Mission

Missions of Civil Air Patrol

Organization of Civil Air Patrol

Where the local unit and wing fits within CAP

Transition to MP 1: If you'll remember from the history lesson, CAP was chartered after the war under Public Law 476 to perform certain missions "solely of a benevolent character".

MP 1 Civil Air Patrol Vision and Mission

Question: What does "solely of a benevolent character" mean and would that charter have affected the mission of CAP during WW II?

Answer:

Benevolence is defined as a tendency to do kind or charitable acts. Under that charter, CAP would not have been able to participate in armed reconnaissance missions against German submarines. Thus CAP's mission changed after the war.

State: Today, Civil Air Patrol is still fulfilling the basic missions assigned to it by Congress in 1946 along with responding to new missions which are especially suited to Civil Air Patrol. First we'll look at the big picture: The Vision and Mission Statement of Civil Air Patrol.

Question: Why does an organization need a vision and mission statement?

Answer: A vision and mission statement states clearly what the organization is all about and where the organization is headed in the future. Mission and vision statements communicate to all members of the organization the leadership philosophy of the organization and what its priorities should be.

Show Slide CAP Vision Statement

State: A vision statement declares what an organization aspires to accomplish. In the case of CAP it is to build the finest force of volunteers to accomplish essential missions for America. Every member of an organization should know what the organization seeks to accomplish.

CAP Vision Statement

Civil Air Patrol, America's Air Force Auxiliary, building the nation's finest force of citizen volunteers... performing Missions for America.

Show Slide CAP Mission Statement

State: Take note of the three part missions in the current CAP mission statement. Do you recognize that these are the three same major missions CAP began with after WW II?

CAP Mission Statement

To serve America by developing our Nation's youth; accomplishing local, state and national missions; and educating our citizens to ensure air and space supremacy

Transition to MP 2: Now let's look at each of the three main missions of CAP and then the other missions that CAP performs.

MP 2 Missions of Civil Air Patrol

Show Slide Missions of Civil Air Patrol

State: You should recognize that CAP still accomplishes the same three main missions it was assigned in 1946. The first mission we'll look at is Aerospace Education.

Missions of Civil Air Patrol

Aerospace Education
Cadet Programs
Emergency Services
Other Missions

Show Slide Aerospace Education

FUQ: What is the purpose of the Aerospace Education mission of Civil Air Patrol?

Answer:

CAP was tasked by Congress over 50 years ago to stimulate public interest in aerospace issues. Since then the aerospace arena has grown to include

Aerospace Education

Internal Programs
External Programs

missions into space as CAP continues to focus its efforts on its internal CAP members and the external members of the general public.

FUQ: How does CAP accomplish its internal mission to educate its members?

Answer: CAP conducts a rigorous training program for all members of the organization. Advancement in rank for both senior members and cadets is tied to completion of certain training requirements. Opportunities for aerospace education continue throughout a member's career either as a student, instructor or course director. Details of the senior member training program will be covered later in this orientation course.

FUQ: What group is targeted by CAP's external aerospace education programs?

Answer:

CAP is chartered to stimulate public interest in aerospace issues. To accomplish this mission, CAP goes into the nation's education system conducting hundreds of workshops for educators on aerospace topics. These teachers return to their classrooms with the information and tools to reach thousands of young people. CAP also sponsors aerospace conferences such as the National Congress on Aviation and Space Education (NCASE) to motivate and encourage educators to incorporate aerospace issues into their curriculum.

Show Slide

Cadet Programs

| Cadet Programs |
|---------------------|
| Aerospace education |
| Leadership training |
| Other benefits |

FUQ: What is the purpose of the CAP cadet program?

Answer:

CAP cadet programs offer young people between the ages of 12 and 18 (cadets may continue in the program through age 20) an opportunity to develop their leadership skills through their interest in aviation. Cadets progress at their own pace through a 15-step program including aerospace education, leadership training, physical fitness, and moral leadership.

FUQ: What are the other benefits of membership in the cadet program?

Answer:

Cadets are able to participate in such activities as summer encampments, orientation flights, and national and international activities. They are also eligible for scholarships for flight training and aerospace related college studies as well as advancement to E-3 (Airman First Class) should they enlist in the Air Force.

Show Slide Emergency Services

Question: What role does CAP play in search and rescue missions?

Answer:

CAP air and ground teams perform 85 percent of inland search and rescue missions for the Air Force Rescue Coordination Center at Langley AFB, VA. Because CAP members donate their time and efforts, they save taxpayers millions of dollars each year. During a typical year more than 100 lives are saved by CAP members.

| |
|---|
| Emergency Services Search and Rescue (SAR) Disaster Relief Humanitarian Services Emergency Communications Network |
|---|

FUQ: How does CAP support disaster relief efforts and humanitarian services?

Answer:

During disasters and other times of need, CAP provides air and ground transportation to relief officials and supports such agencies as the American Red Cross, Federal Emergency Management Agency, Federal Aviation Administration, and the Coast Guard. Cap also employs its Emergency Communications Network to replace or supplement the loss of civil communications systems.

Show Slide Other Missions

FUQ: What other missions do CAP units perform?

Answer: CAP units perform special missions in support of the US Air Force including aerial surveys and monitoring, and transport and communications support missions. CAP units sharpen their skills by participating in joint exercises with Air Force units. CAP units flew nearly 35,000 hours in 1994 in support of counterdrug operations for the Drug Enforcement Administration and US Customs Service.

| |
|--|
| Other Missions Air Force Support Counterdrug |
|--|

Transition to MP 3 Now that we have looked at the various missions of CAP, let's look at the organizational structure set up to accomplish those missions.

MP 3 Organization of Civil Air Patrol

Show Slide Organization of Civil Air Patrol

State: First, we will look at the national organization of CAP so that you can see the relationship between the National Headquarters and USAF as well as the chain of command for CAP units in the field.

| |
|---|
| Organization of Civil Air Patrol National and Regional Offices Relationship between CAP and USAF Region and Wing Liaison Offices |
|---|

Show Slide CAP National Board

Question: What is the makeup and purpose of the CAP National Board?

Answer:

Members are shown on slide. The National Board is the main governing body for CAP and meets at least once a year (usually twice) to conduct corporation business and to elect officers.

Civil Air Patrol National Board
National Commander
Senior Air Force Advisor
National Vice Commander
National Chief of Staff
National Finance Officer
National Legal Officer
National Controller
Eight Region Commanders
Fifty-two Wing Commanders

Show Slide CAP National Executive Committee

FUQ: Who sits on the National Executive Committee and what is its function?

Answer: Members are shown on slide. The National Executive Committee governs CAP when the National Board is not in session. It meets at least twice yearly to conduct such functions as review and oversight of CAP operations.

National Executive Committee
National Commander
Senior Air Force Advisor
National Vice Commander
National Chief of Staff
National Finance Officer
National Legal Officer
National Controller
Eight Region Commanders

Show Slide HQ CAP Corporate Offices

State: Now let's take a look at the corporate offices of Headquarters CAP. As you can see, the corporation covers a variety of functions from CAP Headquarters located at Maxwell AFB, Alabama

State: In addition to the staff of paid corporate employees at CAP National Headquarters, CAP regions have a small staff of volunteers headed by a commander who is appointed by the national commander and other members who perform education, training, logistics, administrative, and operations functions. Each wing also has a liaison officer and NCO who are retired USAF members.

HQ CAP Corporate Offices
Executive Director
Mission Support
Corporate Legal Counsel
Plans & Requirements
Aerospace Education & Training
Cadet Programs
Personnel

HQ CAP Corporate Offices (cont)
Financial Management
Marketing & Public Relations
Operations
CAP Bookstore
CAP Supply Depot

Show Slide CAP-USAF Offices

State: Next, let's look at the offices of CAP-USAF headed by the Commander, CAP-USAF, who also serves as the Senior Air Force Advisor. CAP-USAF is co-located with the corporate offices at Maxwell AFB.

State: The Commander, CAP-USAF, is the commander for all active duty and DoD civilian employees assigned to Headquarters CAP-USAF. His position ties the CAP corporation to the USAF by providing liaison, oversight, and advice to HQ CAP. Included under CAP USAF are the region liaison offices which include a commander and small support staff. The Secretary of the USAF supports CAP by providing excess DoD property, use of AF facilities, reimbursement for fuel and operational expenses and in many other ways.

Transition: Now that we have looked at the Headquarters structure, let's see how CAP is structured down to the local level.

**Show Slide CAP Field Organization
or PowerPoint Map of Regions**

State: First are the **eight CAP regions** each headed by a CAP Colonel. These regions are made up of from 5 to 9 states. The eight regions are broken down into **52 wings**, one for each state plus the District of Columbia and Puerto Rico. Wing Commanders are appointed by the region commander and usually hold the rank of CAP Colonel.

State: **Groups** are established by wing commanders if a need for them is determined. This need might be based on a large geographic area or number of units.

Show Slide CAP Squadrons

State: **Squadrons** are the very heart of CAP. At this level, plans, programs, and missions are carried out. Squadrons furnish the resources and people to assist their communities in time of need or disaster. They also recruit and train new members.

| CAP-USAF Offices |
|------------------------|
| Commander |
| Vice Commander |
| Information Management |
| Financial Management |
| Chaplain Services |
| Inspector General |
| Staff Judge Advocate |

| CAP-USAF Offices (cont) |
|--------------------------------------|
| Logistics |
| Aerospace Education & Cadet Programs |
| Public Affairs |
| Safety |
| Operations |

| CAP Field Organization |
|------------------------|
| 8 Regions |
| 52 Wings |
| Groups |
| Squadrons |
| Flights |

| CAP Squadrons |
|--------------------|
| Composite Squadron |
| Cadet Squadron |
| Senior Squadron |

State: **Composite squadrons** include both senior and cadet training programs. **Cadet squadrons** include seniors and cadets but only have cadet training programs. **Senior squadrons** are made up of only senior members.

State: **Flights** are formed under a sponsoring squadron if a need exists. For example, there may be insufficient members in a sparsely populated area to form a squadron.

Transition to MP 4 Now that you see how CAP is organized, let's see where your unit fits into the structure.

MP 4 Where the local unit and/or wing fits within Civil Air Patrol

Instructor Note: Here you might display an organizational chart for your unit or draw a diagram of the squadron, group, wing and region your unit belongs to. Highlight the primary missions of your unit.

Show Slide CAP Chain of Command

State: Here is how this unit fits in the chain of command. As your experience with CAP grows, you'll learn how the levels function together to accomplish the CAP mission.

| |
|----------------------|
| CAP Chain of Command |
| CAP Headquarters |
| Your Region |
| Region Commander |
| Your Wing |
| Wing Commander |
| Your Group |
| Group Commander |
| Your Squadron |
| Squadron Commander |
| Your Flight |

Summary: Show Slide Main Points

Instructor Note: Briefly review the highlights of the video and the main points from this presentation. Acknowledge significant contributions made by students during the lesson.

Closure: During the first two parts of this course we have looked at the history of CAP and the CAP missions and organizations. Having an awareness of these elements helps you to see the big picture and how you fit into it.

| |
|------------------------------------|
| MAIN POINTS |
| CAP Vision and Mission |
| Missions of Civil Air Patrol. |
| Organization of Civil Air Patrol |
| Where the local unit and wing fits |

Transition to Part III During the next two parts of the course we'll be looking at things you need to know to be able to participate in CAP activities: Uniforms and grooming standards and customs and courtesies of CAP. Unless there are other questions, let's look at Part III of the video now and find out all about maintaining a proper image in a CAP uniform.

PERIOD TITLE: Part III Civil Air Patrol Uniforms

REFERENCES: Civil Air Patrol Visual Aid 39-1, *Civil Air Patrol Grooming Standards*; Civil Air Manual 39-1, *Civil Air Patrol Uniform Manual*; Civil Air Patrol Regulation 39-3, *Award of Civil Air Patrol Medals, Ribbons, and Certificates*; Civil Air Patrol Pamphlet 151, *Standards, Customs, and Courtesies*; and the *Civil Air Patrol Bookstore Catalog*.

GOAL: The goal of this lesson is for each participant to know the proper wear and maintenance of Civil Air Patrol uniforms and insignia. Participants will learn proper grooming standards and responsibilities for correcting deviations from standards. In addition, members will learn uniform requirements for the local unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Explain why proper grooming and uniform wear are important to CAP.
2. Identify various uniform combinations permitted within Civil Air Patrol.
3. Give examples of when, and when not, to wear various Civil Air Patrol uniforms.
4. Demonstrate the proper wear of Civil Air Patrol decorations and insignia.
5. Determine proper uniform wear for the local unit and/or wing.

MAIN POINTS:

1. Importance of Grooming and Uniform Standards
2. Civil Air Patrol Uniform Combinations
3. When and Where to Wear Civil Air Patrol Uniforms
4. Civil Air Patrol Decorations, Ribbons and Badges
5. Local Uniform Requirements

PLAN OF PRESENTATION: The instructor should introduce Part III of the Level I Orientation Video and then have members view the segment. After stopping the tape at the end of part three, the instructor should facilitate the lesson using the teaching plan on uniform and grooming standards. Instructors should add information which applies to the local unit and/or wing.

TEACHING PLAN

Instructor Note: Use PowerPoint Slides #4 CAP Uniform Slides or other visual aids

ATTENTION: The video you just watched was intended to give you a brief look at the history of the uniform and some instruction on the proper wear of the CAP uniform. But, think for a minute what a uniform does. It not only identifies you as a member of a business or organization, it makes a statement about how you feel about that organization. For example, if the Sears repairman shows up at your door with a dirty uniform and generally looks unkempt, you make some negative assumptions about how competent he is to fix your stove. This initial judgment may or may not be right, but the fact is, you made negative assumptions instead of the positive assumptions you might have made if the uniform and person both looked sharp when you first opened the door.

MOTIVATION: When you wear the uniform as a member of Civil Air Patrol, people also make assumptions about you and your CAP unit. Again, the assumptions may be right or wrong but they are based in large part on the image you present in your uniform. This lesson is intended to give you the guidance you need to wear the uniform properly and to meet acceptable grooming standards. If you are going to wear the CAP uniform as a senior member, you have an obligation to your unit, to yourself, to CAP cadets, and to the public to wear it proudly and properly.

OVERVIEW:

State: CAP members wear a uniform similar to the US Air Force with distinctive emblems, insignia, and badges to identify the wearer as a member of CAP. We couldn't possibly cover all the uniform requirements and grooming standards in the time we have allowed so we will highlight some of the more important details of CAP Uniform Manual 39-1.

Show Slide

Main Points

MAIN POINTS:

1. Importance of Grooming and Uniform Standards
2. Civil Air Patrol Uniform Combinations
3. When and Where to Wear Civil Air Patrol Uniforms
4. Civil Air Patrol Decorations, Ribbons and Badges
5. Local Uniform Requirements

MAIN POINTS

Importance of Grooming & Uniform Standards
CAP Uniform Combinations
When and Where to Wear CAP Uniforms
CAP Decorations, Ribbons and Badges
Local Uniform Requirements

Transition to MP 1: Now we'll begin by looking at some of the rules and regulations you need to know if you are going to wear the uniform properly.

MP 1 Importance of Grooming and Uniform Standards**Show Slide****Grooming & Uniform Standards****Grooming & Uniform Standards****CAP Grooming Standards**

Air Force Military-Style Uniform

Must meet CAP weight standards

Must meet AF grooming standards

CAP Uniform Standards**A. CAP Grooming Standards**

State: When in the Air Force military-style uniform, members must follow some very strict weight and grooming guidelines. Attachment 2 of CAPM 39-1 gives the weight standards for CAP members to wear the Air Force style uniform. Members who exceed the CAP weight standards must choose an alternate uniform. Members who do not meet standards for wear of the military-style uniform for reasons of grooming or fitness may participate in unit activities but must not wear the military-style uniform while participating. Members may wear the CAP blazer, CAP flight suit or other authorized uniform combinations detailed in CAPM 39-1.

State: Attachment 1 of CAPM 39-1 shows the specific grooming guidelines for hair, sideburns, and mustaches. Men's haircuts must have a tapered appearance. Hair must not touch the back of the ears or the collar. Sideburns should be neatly trimmed, not flared. They should end with a clean shaven horizontal line. They must not extend beyond the lowest part of the exterior ear opening. Bangs should not extend below the eyebrows and should not be exposed when headgear is worn. Mustaches must be neatly trimmed. They may not extend downward beyond the lip line of the upper lip or extend sideways beyond a vertical line drawn upward from the corner of the mouth. Beards and goatees are forbidden in the Air Force military style uniform.

Instructor Note: You may want to select members of the class who meet grooming standards and use them to demonstrate hair or mustache requirements or refer them to Attachment 1 of CAPM 39-1.

State: Women's hair should be neatly arranged and shaped to present a conservative feminine appearance. Hairstyles that prevent the proper wearing of the flight cap or service hat are not appropriate. Barrettes, ribbons, and other ornaments, except inconspicuous pins and combs, will not be worn in the hair when in the uniform. The hair in back may touch but not fall below the bottom edge of the collar.

Transition to Uniform Standards: The rule to follow is: AF grooming standards apply anytime you wear the military-style uniform. Now let's look at uniform standards which apply to all the uniforms you wear.

B. CAP Uniform Standards

State: When uniforms are worn, they must be clean, neat, correct in design and specification, properly fitted, and in good condition. Uniforms should be kept zippered, snapped, or buttoned. Shoes should be shined and in good repair. Metallic insignia, badges, and other devices, including blue service uniform buttons, must also be maintained in the proper luster and condition.

Men: For men, articles such as wallets, pencils, pens, watch chains, fobs, pins, jewelry, handkerchiefs, combs, cigars, cigarettes, pipes, and sunglasses cases should not be worn exposed on the uniform. The wear of watches and rings is permitted. The wear of an identification bracelet is permitted if it is neat and conservative. Conservative sunglasses may be worn with all uniforms except in military formation. Ribbons, when worn, must be clean and not frayed. Wear of earrings, ornamentation on eyeglass lenses, or visible ornamentations around the neck are prohibited while in uniform.

Women: Women must keep skirt lengths within the dictates of fashion and good taste, but with due regard to the dignity of the uniform. In any case, skirt lengths will be no higher than above the top of the kneecap or lower than the bottom of the kneecap. Skirts will hang freely and under no circumstances be excessively tight. Pencils, pens, pins, handkerchiefs, and jewelry will not be worn or carried exposed on the uniform. Small, round, conservative earrings of gold, white pearl, or silver may be worn with all dress and service uniforms. Conservative, round diamond earrings may be worn with the mess dress uniform. Also, small, plain, healing posts may be worn during the healing period. Only one earring or healing post may be worn on or in each earlobe. Other visible ornaments around the neck or on the head, ornamentation on eyeglass lenses, and ankle bracelets are prohibited. Wristwatches, identification bracelets, and rings are permitted. Conservative sunglasses may be worn, except in military formation. Appropriate undergarments must be worn to present a conservative feminine appearance.

Religious apparel: While in uniform, members may wear certain visible items of religious apparel. CAPM 39-1 defines religious apparel as “articles of clothing or dress which are part of the doctrine of traditional observance of the religious faith practiced by the member.” Hair and grooming practices are not included in the meaning of religious apparel. Jewelry of a religious nature must conform to standards set forth in this regulation for wear of non-religious jewelry. Religious head coverings are authorized only when military headgear is not authorized. Head coverings must be plain dark blue or black without adornment. Also, they may be worn underneath military headgear if they do not interfere with the proper fit or appearance of the headgear. For example, Jewish yarmulkes meet this requirement when they do not exceed 6 inches in diameter.

Transition to MP 2: Now that we have covered some of the general rules about grooming standards and wearing uniforms, let’s look at some of the uniform combinations that CAP members may wear.

Show Slide

CAP Uniform Combinations

MP 2 Civil Air Patrol Uniform Combinations

CAP Uniform Combinations

CAP Blazer Combination
Blue Shirt Combination
Service Dress
AF Flight Suit
CAP Jump Suit
BDUs
Mess Dress

State: There are certain times when senior members are required to wear the uniform such as when conducting cadet training or when specified by a commander. However, commanders are aware that it is the senior member's responsibility to purchase and maintain the uniform and will attempt to keep the personal expense for uniforms for members to the minimum. The first uniform combination we'll look at can be worn by all CAP members.

A. The **CAP Blazer Combination** may be worn during any season of the year. Members may wear this uniform in lieu of the service uniform, at CAP social occasions and on certain non-CAP occasions.

B. The **Blue Shirt Combination** is the same uniform worn by active-duty military personnel. CAP members may wear this uniform when engaged in normal duties as a CAP member and/or while attending local, area, or national CAP functions. Members may wear the uniform when traveling by commercial means to official CAP functions. Members may also wear the uniform on military aircraft, although they are encouraged to wear the CAP jumpsuit, blazer combination, or civilian clothes. While wearing this uniform, members must adhere to the accepted weight and grooming standards of the Air-Force-style uniform.

C. The **Service Dress** should be worn for ceremonies, parades, reviews, official visits, change of command, or when prescribed by appropriate authority. This is an Air-Force-style uniform, so the appropriate guidelines for weight and grooming must be followed. Details on the accessories for this uniform are in CAPM 39-1 Chapter 2.

D. The **AF Flight Suit** is another uniform option. The wing commander, or the commander to whom such authority is delegated by the wing commander, will prescribe the type of clothing to be worn while flying or engaging in organized recreational activities. Members who do not meet grooming and fitness standards may wear the flight suit **without** grade insignia.

E. The **CAP Jump Suit** is an optional uniform which may be worn for flying activities or as an utility uniform. The jumpsuit may be authorized by the local commander for wear at special activities such as drills, parades, tours, fund-raising activities and other events. Senior members not meeting the grooming and fitness standards for the Air-Force-style uniform may wear the jumpsuit **with** grade insignia.

F. CAP members may also wear the **Battle Dress Uniform (BDU)**. The BDUs are considered a work utility uniform. They may be worn while performing duties at the squadron, special activity, or mission site (actual or practice missions). Members should not wear the uniform to off-base business establishments to do extended shopping, dining, socializing, or to take part in any entertainment. The BDUs are considered an Air-Force-style uniform. However, members who do not meet proper weight and grooming standards may wear this uniform without grade insignia.

G. The **Mess Dress uniform** may be worn for formal occasions. Members may wear this uniform at CAP functions that normally occur after 1800 hours, such as evening parties, dinners, dances, receptions, and evening ceremonies or when representing CAP at similar functions. Appropriate civilian attire is always authorized for occasions where the mess dress uniform is appropriate.

State: Again, specific accessories for each of these uniforms are outlined in CAPM 39-1.

Instructor Note: Time does not allow for a detailed discussion of all the uniform combinations and the accessories that go with them. The intent of this section is to make students aware of the various uniforms available and where they can find out particulars for wearing the various uniform combinations (CAPM 39-1). Use the following questions or others to recap briefly.

Interim Summary:

Question: When would it be appropriate to wear the blazer combination?

Answer:

The blazer combination can be worn at any time the service dress uniform would be worn. Other answers may include when the member does not meet weight and grooming standards, when assigned by commander, etc.

FUQ: When is it appropriate to wear the service dress uniform?

Answer:

For ceremonies, parades, reviews, official visits, change of command, or when prescribed by appropriate authority.

Instructor Note: Time permitting you may ask other questions to ensure students understand the material.

State: CAP members belong to the official auxiliary of the United States Air Force. Therefore, you can enjoy the pride and privilege of wearing the uniform. You represent yourself, CAP, and your country when you wear the uniform, so you should invest the time and energy to always wear the uniform properly.

Transition to MP 3: So far we've looked at uniform and grooming standards and the uniform combinations CAP members may wear. Knowing how to wear the uniform and what uniforms to wear are important, but you also need to know when and when not to wear your uniform.

MP 3 When and Where to Wear CAP Uniforms**Show Slide****Wearing the Uniform**

State: The CAP uniform may be worn when engaged in normal duties as a CAP member. With certain restrictions uniforms may be worn on commercial or military flights or when visiting military installations. The service or dress uniform is appropriate for social activities on military installations or when attending functions of a military nature when representing CAP.

State: The CAP uniform should **not** be worn more than one hour after the close of activities, or when participating in a public demonstration not approved by the Air Force. The uniform must **not** be worn when engaged in private employment or when sponsoring or advertising a commercial interest. The uniform must **not** be worn to any meeting or demonstration of a group which advocates illegal acts or violence against the government or other groups. The CAP uniform will **not** be worn in foreign countries except when participating in official exchange programs or other international events.

Transition to MP 4 Now you know when and when not to wear the uniform, let's look at some of the items that go on the uniform.

MP 4 Civil Air Patrol Decorations, Ribbons and Badges**Show Slide****CAP Ribbons**

State: Specifics for wear of decorations, badges, devices, ribbons and insignia are outlined in CAPM 39-1 and in CAPM 39-3. CAP members may wear any US military service decorations and ribbons or badges earned during service in any branch of the US Armed Forces that are authorized for wear on the US Air Force uniform. Senior CAP members who were CAP cadets are authorized to wear the highest cadet achievement ribbon earned as a cadet. Ribbons are worn above the left breast pocket of coats and shirts arranged from top right to bottom left based on the order of precedence shown in CAPM 39-1. Subsequent awards of the same decoration or ribbon are denoted with the CAP bronze clasp or CAP silver clasp which is worn in place of five bronze clasps.

Instructor Note: If available, show students a display of CAP ribbons or refer them to CAPR 39-3 and current CAP Bookstore Catalog for ribbon display.

Transition to MP 5 Now we'll look at uniform requirements for the local unit.

Instructor Note: Cover any local uniform requirements in this main point. If you have no specific local uniform requirements, move on to the summary.

| Wearing the Uniform | |
|---------------------|---|
| Wear | Normal CAP duties Military or Commercial |
| Flights | Military Social functions |

| Wearing the Uniform | |
|---------------------|---|
| Don't Wear | After the close of activities Public demonstrations Employment or Commercial Violent or illegal activities Foreign countries except authorized exchange programs |

| CAP Ribbons | |
|-----------------------------------|--|
| Order of Precedence | |
| US Military Decorations & Ribbons | |
| CAP Decorations & Ribbons | |
| ROTC Ribbons | |
| Foreign Decorations | |

MP 5 Local Uniform Requirements

Instructor Note: During this section you should cover any particular local uniform requirements such as what uniforms are required for meetings and other unit functions.

Summary: **Show Slide** **Main Points**

State: During this period we watched a video on uniforms and talked about the reasons that all CAP members need to wear the uniform proudly and properly. As a senior member you are expected to learn how to wear the uniform and be able to correct cadet uniform violations.

MAIN POINTS

Importance of Grooming & Uniform Standards
Civil Air Patrol Uniform Combinations
When and Where to Wear CAP Uniforms
CAP Decorations, Ribbons and Badges
Local Uniform Requirements

Closure: As a member of the Air Force auxiliary, you should consider it a privilege to wear the CAP uniform. Because you represent CAP, the AF, and your country, you should show pride by investing the time, money, and effort to wear the uniform properly. Time for a break now, then we'll come back and talk about customs and courtesies.

PERIOD TITLE: Part IV Civil Air Patrol Customs and Courtesies

REFERENCES: CAP Manual 39-1, *Civil Air Patrol Uniform Manual*; CAP Regulation 35-5, *Civil Air Patrol Officer and Noncommissioned Officer Appointments and Promotions*; CAP Manual 50-17, *Civil Air Patrol Senior Member Training Program*; CAP Manual 50-16, *Cadet Program Manual*; CAP Visual Aid 177A, *Cadet Progress Chart through Mitchell*, and 177B, *Cadet Officer Progress Chart through Spaatz*; CAP Regulation 900-2, *Use of Civil Air Patrol Seal and Emblem*; *Use and Display of the US Flag and Civil Air Patrol Flags*; CAP Pamphlet 3, *Protocol*; and CAP Pamphlet 151, *Standards, Customs and Courtesies*.

GOAL: The goal of this lesson is for each participant to know the customs and courtesies of Civil Air Patrol. Participants will become familiar with the salute, protocol, ceremonies, and proper respect and honors for the flag. Members will also learn about customs and courtesies associated with the local unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Demonstrate knowledge of the rank structure of Civil Air Patrol.
2. Summarize customs and courtesies of Civil Air Patrol.
3. Identify protocol associated with Civil Air Patrol ceremonies and functions.
4. Demonstrate when and how to render a proper salute.
5. Give examples of proper courtesies to the flag.
6. Identify customs and courtesies associated with the local unit and/or wing.

MAIN POINTS:

1. Rank Structure of Civil Air Patrol
2. Customs and Courtesies of Civil Air Patrol
3. Protocol and Ceremonies
4. Saluting
5. Honors to the National Flag
6. Customs and Courtesies of the Local Unit and Wing

PLAN OF PRESENTATION: The instructor should introduce Part IV of the Level I Orientation Video and then have members view the segment. After stopping the tape at the end of part four, the instructor should facilitate the lesson using the teaching plan on customs and courtesies. Instructors should add information which applies to the local unit and/or wing.

TEACHING PLAN

Instructor Note: Use PowerPoint Slides #5 CAP Customs & Courtesies or other visual aids

ATTENTION: Have you ever felt out of place at a social function because everyone else seemed to know the rules but you didn't? Or, think back to some public gathering at school or in your community when the people in charge didn't seem to know what they were supposed to do next and everyone (including the audience) felt embarrassed for them.

MOTIVATION: Customs and courtesies provide guidelines for members of an organization to prevent (or at least reduce) the chance of embarrassment and of making members feel uncomfortable. The intent of customs and courtesies is not to demean or exalt anyone. The intent is to provide "rules of engagement" so that all members know what is required and what is expected. Customs and courtesies help all members adjust to the requirements of belonging to an organization. The proper intent of customs and courtesies is to include new members into the organization not exclude them.

OVERVIEW:

State: The video you just watched demonstrated some of the unique customs and courtesies practiced by military and CAP units. As I mentioned, your understanding of these time honored customs and courtesies help you adjust to the requirements for membership in CAP and feel you are part of the unit.

Show Slide

Main Points

MAIN POINTS:

1. Rank Structure of Civil Air Patrol
2. Customs and Courtesies of Civil Air Patrol
3. Protocol and Ceremonies
4. Saluting
5. Honors to the National Flag
6. Customs and Courtesies of the Local Unit and Wing

MAIN POINTS

Rank Structure of Civil Air Patrol
Customs and Courtesies of CAP
Protocol and Ceremonies
Saluting
Honors to the National Flag
Customs and Courtesies of the
Local Unit and Wing

Transition to MP 1: One of the unique features of belonging to CAP is the opportunity to progress in a rank structure similar to the US Air Force. As your time and experience in CAP increase, so does the opportunity to advance in rank to assume higher levels of responsibility in the unit. Your progress in the organization and CAP is based in large part on your initiative to complete senior program training requirements and to serve in leadership positions in the unit. These initiatives also prepare you for higher responsibilities at the wing or region level. Let's begin this lesson by making sure everyone knows the rank structure of CAP.

MP1 Rank Structure of CAP

Show Slide Rank Structure of CAP

State: If you are familiar with US Air Force and US Army rank, you already know the officer rank structure for senior CAP members. CAP Members wear epaulets that are gray in color and include the designation CAP. Insignia you might not be as familiar with are the three insignia for CAP flight officers which are for senior members who do not meet the minimum age criteria of 21 to qualify for officer grade. As a senior member you should also be familiar with Cadet rank and insignia. Specific requirements for uniforms and rank insignia are shown in CAPM 39-1 and CAPR 35-3.

| Rank Structure of CAP |
|-------------------------------|
| Senior member insignia |
| Flight Officers |
| Senior Member Airman Insignia |
| Cadet Officer Insignia |
| Cadet Airman Insignia |

Instructor Note: You may want to bring in different insignia or show insignia on a chart such as CAPVA 49 or refer students to CAPM 39-1, Chapter 6.

MP 2 Customs and Courtesies of Civil Air Patrol

Show Slide Customs and Courtesies of CAP

Question: Does anyone wonder why a civilian volunteer organization like CAP would worry about something so military sounding as customs and courtesies?

| Customs and Courtesies of CAP |
|-------------------------------|
| Preserve traditions |
| Show mutual respect |
| Uphold the need for order |
| Sense of belonging |

Answer:

CAPP 151 explains that your decision to join CAP reflects a dedication and commitment to support this charitable, benevolent, nonprofit corporation. As a member of an auxiliary of the US Air Force, you are expected to follow the traditions, standards, customs and courtesies agreed to and accepted by the Air Force and CAP. These apply to all of us and reflect our pride and professionalism as members of CAP.

Military customs and courtesies are proven traditions that explain what should and should not be done. They are acts of respect and courtesy in dealing with other people. They have evolved as a result of the need for order, as well as the mutual respect and sense of fraternity that exist among military personnel and CAP members.

Transition to MP 3 Another unique aspect of belonging to CAP is participation in the ceremonies and protocol associated with CAP and the US Air Force.

MP 3 Protocol and Ceremonies

Show Slide

Protocol and Ceremonies

State: Protocol is the accumulation of customs and standards that deal with meetings, conferences, ceremonies and etiquette. In CAP this code of accepted practices and procedures parallels the US Air Force. Protocol procedures help to properly recognize dignitaries and recipients of awards, decorations, and promotions and to provide a more professional atmosphere at these events.

| |
|---|
| Protocol and Ceremonies Protocol Ceremonies Awards Promotion Retirement Change of Command Funerals Social Functions Receptions Dining-In & Dining-Out |
|---|

State: We do not have time to discuss all the types of events you may be involved with in CAP. CAPP 151 is your guide to planning and participating in ceremonies and activities that require proper protocol. As you progress in CAP you will become familiar with these requirements and learn to see them for what they are; guidelines to help you maintain a professional unit that all members can be proud to belong to.

Transition to MP 4 One way to immediately demonstrate your pride and professionalism is to master the art of saluting.

MP 4 Saluting

State: Saluting is a time honored tradition associated with the profession of arms. Different countries and services use different forms of saluting but the intent is the same, to recognize fellow members of the profession of arms. When CAP members are in uniform, they must know how and when to salute properly. Included in your student guide is a salute evaluation worksheet which provides guidelines for rendering a proper salute. To salute properly, however, you need to practice and that is what we are going to do now.

Instructor Note: This is a good opportunity to get students on their feet and to provide a short break from academics. Show students the proper position of attention and demonstrate the salute. After you demonstrate a proper salute, have students pair up and practice saluting each other while you observe them. Make sure students are at the position of attention when saluting. Tell them to use the salute evaluation checklist to make sure each student can demonstrate a proper salute. As you observe students practicing, pick out members who salute especially well and then have them demonstrate a salute to the entire class while you praise their efforts. Tell students to continue to practice saluting at home in front of a mirror using this evaluation checklist until they are satisfied that they can render a proper hand salute.

SALUTE EVALUATION

- Raise right hand smartly along the buttons of the jacket or shirt.
- Extend and join the forefingers.
- Place the thumb along the forefingers.
- Keep the palm flat.
- Face the palm toward the body.
- Tilt the palm slightly toward the face.
- Hold the upper arm horizontal, slightly forward of the body and parallel to the ground.
- Ensure the tip of the middle finger touches the outside corner of the right eyebrow or the front corner of the glasses.
- Keep the rest of the body at attention.
- To lower the salute, bring the arm smoothly and smartly downward retracing the same path
Return to the position of attention.

Transition: Now that you know how to render a snappy salute, the next step is to learn who and when to salute.

Show Slide Saluting

State: When in military-style uniform you salute the President of the US, Medal of Honor Recipients (regardless of rank), and officers and warrant officers of the armed forces (including foreign officers) who are senior in rank to you. This does not mean you have to learn the rank of every officer for every country you may encounter. If unsure, it never hurts to salute. You should also salute staff cars on military installations when a flag or metal standard identifies the rank of the occupant.

| Saluting | |
|----------|---|
| Who | President Medal of Honor recipients Officers and WOs senior in rank |
| When | In military-style uniform Outdoors unless Indoors if reporting |

State: There are times, however, when a salute is impractical or not required. These include when you are carrying articles in both hands; when you are in a no salute area such as a flight line; when you are a member of a work detail unless in charge; when attending a public gathering such as a sporting event, or when indoors. The only time you salute indoors is when officially reporting to an officer senior in rank or participating as a member of a color guard.

State: Military personnel are not required to render a salute to CAP personnel, but they are not restricted from doing so if they desire.

Transition to MP 5 Another time to demonstrate your salute is when paying tribute to the flag.

MP 5 Honors to the National Flag

State: The US National Flag is a symbol of the principles and ideals the country stands for and should always be treated with respect. The *National Anthem* and *Pledge of Allegiance* honor the flag and should receive the same respect. When indoors in military style uniform, you should stand at attention and remain silent during the playing of the *National Anthem*. If indoors in civilian clothes or in a non-military style CAP uniform such as the blazer combination, you should stand at attention and place your right hand over your heart.

State: On military installations, the flag is normally honored with a retreat ceremony at the end of the duty day. If outdoors in military style uniform during retreat, you should stop and face the flag or face in the direction of the music if the flag is not visible. Assume the position of Parade Rest during the sounding of retreat. When the *National Anthem* or *To the Colors* begins, you should come to attention and salute until the last note of the music. If outdoors in civilian clothes, stand at attention and place the right hand over the heart during the *National Anthem*. If a parade carrying the flag passes you, you should salute if in military style uniform or stand at attention if in civilian clothes.

State: You do not recite the *Pledge of Allegiance* while in military formation. If outdoors in military uniform during the pledge, you should stand at attention facing the flag and salute while remaining silent. If indoors in military style uniform stand at attention, face the flag but do not salute. You may recite the pledge indoors if not in formation. If in civilian clothes, indoors or outdoors, stand at attention, face the flag, place the right hand over the heart, and recite the pledge. To learn more about honors and display of the flag see CAPP 151.

Transition to Practical Evaluation Now we will look at some scenarios to test your knowledge of what we have learned about customs and courtesies.

Practical Evaluation

Instructor Note: Present the following scenarios to the students and have them respond appropriately. Give as many students as possible the opportunity to participate by calling on individuals to respond to questions like: Do you agree with what he/she just said?

Question 1: You are outdoors on a military installation wearing the military-style blue service dress uniform. You hear the music sound retreat followed by the *National Anthem*. What actions should you take?

Answer:

As soon as you hear the sound of retreat, you should stop and come to the position of attention facing the flag or in the direction of the music if the flag is not visible. Assume the position of Parade Rest until retreat is finished. When the first note of the *National Anthem* begins you should come to the position of attention and salute. Hold the salute until the last note of the *National Anthem*, finish the salute smartly and proceed.

Question 2: You are indoors wearing the blazer combination at an awards ceremony honoring a member of your unit. The *National Anthem* begins. What action do you take?

Answer:

Rise when the anthem begins and stand at attention placing the right hand over the heart.

Question 3: You are a captain walking with a major to a squadron meeting when you meet another major? What customs and courtesies are involved?

Answer:

As a captain you should be walking to the major's left. When you meet the second major you should salute first. The majors should exchange greetings but no salute is required.

Question 4: You are in a room waiting for a meeting to begin. The highest ranking member present is a major. What action should you take if you see a lieutenant colonel walk into the room?

Answer:

You should call the room to attention and all in the room should stand unless directed otherwise by the lieutenant colonel.

Question 5: You are about to enter a vehicle to accompany the squadron commander to an awards ceremony. What is the proper protocol for entering and exiting the vehicle?

Answer:

Unless you are the wing commander or out rank the squadron commander, you should enter the car first. When you arrive at your destination, the senior member exits first.

MP 6 Customs and Courtesies of the Local Unit and Wing

Instructor Note: This section is intended to give you an opportunity to discuss any particular customs and courtesies unique to your unit. If your unit has an annual dining-out or similar ceremonies, you might share something about this function. Encourage new members to participate in functions and ceremonies which celebrate the uniqueness of Civil Air Patrol as the Auxiliary of the US Air Force. Remember customs and courtesies are akin to accepted practices of etiquette in the civilian world which show respect and politeness for co-workers.

Show Slide of Main Points

Summary: Briefly recap the main points in the lesson

MAIN POINTS

Rank Structure of Civil Air Patrol
Customs and Courtesies of CAP
Protocol and Ceremonies
Saluting
Honors to the National Flag
Customs and Courtesies of the
Local Unit and Wing

Closure: As I said at the beginning of this section, customs and courtesies provide guidelines for members of an organization to prevent (or at least reduce) the chance of embarrassment and of making members feel uncomfortable. The intent is to provide “rules of engagement” so that all members know what is required and what is expected. Customs and courtesies help all members adjust to the requirements of belonging to an organization. The proper intent of customs and courtesies is to include new members into the organization not exclude them. Learn the customs and courtesies of CAP and of your unit and pass them along to new members. They are the glue that holds an organization together.

Transition to Part V In the last two lessons we discussed some of the things you need to know to be a CAP member. Now we’ll wrap up the course by looking at some of the responsibilities and benefits of senior membership.

PERIOD TITLE: Part V Civil Air Patrol Senior Member Program

REFERENCES: CAP Manual 50-17, *CAP Senior Member Training Program*; CAP Manual 39-2, *CAP Membership*; CAP Regulation 35-3, *Membership Termination*; CAP Regulation 147-1, *Army and AF Exchange Privileges of CAP Members*; CAP Regulation 39-1, *Nondiscrimination in Federally Assisted Programs*; CAP Regulation 76-1, *Travel of CAP Members via Military Aircraft and Surface Vehicles and Use of Military Facilities*; CAP Regulation 900-4, *Automatic Liability*; CAP Regulation 900-5, *The CAP Insurance/Benefits Program*; CAP Regulation 900-6, *Hull Self Insurance*; CAP Regulation 900-7, *Vehicle Self Insurance*; CAP Manual 50-1, *Introduction to CAP*.

GOAL: The goal of this lesson is for each participant to learn about the senior member training program and the responsibilities and benefits of CAP membership. Members will learn CAP policies toward discrimination and sexual harassment and USAF and CAP core values. Members will also become familiar with CAP publications and indexes. Specifics for all these areas for the local unit and/or wing will also be covered.

LESSON OBJECTIVES:

Each participant should be able to:

1. Describe the five levels of the senior member training program.
2. Summarize the relationship between the five levels of senior training and advancement in Civil Air Patrol.
3. Explain the responsibilities of senior members to their unit and to the Cadet program.
4. State the Civil Air Patrol policy on discrimination and sexual harassment.
5. Summarize the core values of the US Air Force and Civil Air Patrol.
6. Give examples of the benefits of senior membership in Civil Air Patrol.
7. Demonstrate familiarity with CAP publications and indexes.
8. Summarize responsibilities and benefits of membership in the local unit.

MAIN POINTS:

1. The Five Levels of Senior Member Training
2. Relationship between Training and Advancement
3. Responsibilities to the Unit and Cadet Program
4. Civil Air Patrol Policy on Discrimination and Sexual Harassment
5. The Core Values of the US Air Force and Civil Air Patrol
6. Benefits of Membership in Civil Air Patrol
7. Civil Air Patrol Publications and Indexes
8. Local Unit and Wing Responsibilities

PLAN OF PRESENTATION: The instructor should introduce Part V of the Level I Orientation Video and then have members view the segment. This short video covers briefly a number of topics important to senior members. The instructor should then facilitate the lesson using the teaching plan and add additional information which applies to the local unit and/or wing.

TEACHING PLAN

Instructor Note: Use PowerPoint Slides #6 CAP Senior Program or other visual aids

ATTENTION: The Part V video is intended to highlight some of the aspects of senior membership and includes the National Commander addressing issues that important to all senior members. This lesson will cover some of those important issues more in depth to help give you the background you need as a new CAP member.

MOTIVATION: Hopefully, you are convinced by now that CAP is performing a vital service to the nation and as a new member you have an important role to play. This final part of the orientation course is intended to help you play your role successfully. We'll cover things you must know if you plan to advance in rank and to higher levels of responsibility. We'll also cover some of the responsibilities and benefits of senior membership along with other necessary information.

OVERVIEW:

Show Slide

Main Points

MAIN POINTS:

1. The Five Levels of Senior Member Training
2. Relationship between Training and Advancement
3. Responsibilities to the Unit and Cadet Program
4. CAP policy on Discrimination and Sexual Harassment
5. The Core Values of the US Air Force and CAP
6. Benefits of Membership in Civil Air Patrol
7. Civil Air Patrol Publications and Indexes
8. Local Unit and Wing Responsibilities

MAIN POINTS

Five Levels of Senior Member Training
Relationship between Training and Advancement
Responsibilities to the Unit and Cadet Program
CAP policy on Discrimination & Sexual Harassment
The Core Values of the US Air Force & CAP
Benefits of Membership in Civil Air Patrol
Civil Air Patrol Publications and Indexes
Local Unit and Wing Responsibilities

Transition to MP 1 First, let's look in detail at the levels of senior training and as we do that we'll talk about how this training is tied to advancement in CAP.

MP 1 The Five Levels of Senior Member Training

MP 2 Relationship between Training and Advancement

Show Slide Levels of Senior Member Training

State: We'll go through each of the levels in detail and discuss the training requirements as well as the promotion opportunities associated with each level. Although the training program and the promotion program are related, they are distinct programs. Progress in one does not necessarily ensure advancement in the other. However, the five levels of training are intended to prepare you to function at each level of the organization and to provide the skills and training you need as you progress to higher levels of rank and responsibility.

Levels of Senior Member Training

| | |
|-----------|-------------|
| Level I | Orientation |
| Level II | Technical |
| Training | |
| Level III | Management |
| Level IV | Command & |
| Staff | |
| Level V | Executive |

Show Slide**Level I Orientation**

State: First, let's look at the level of training you are involved with now. With few exceptions, all senior members must complete Level I training prior to being assigned a duty position in the unit, before working with cadets, before enrolling in an ECI course or before becoming eligible for promotion. When you complete all of the requirements for Level I training, you should have a solid basic understanding of CAP and be ready to begin a long and successful career in Civil Air Patrol. If you've been a senior member for at least six months, you're also eligible to wear the rank of 2Lt.

| Level I Orientation | |
|-----------------------------------|--|
| Cadet Protection Program Training | |
| Level I Orientation Course | |
| Orientation Program Certificate | |
| Promotion to 2Lt | |

Show Slide**Level II Technical Training**

State: Level II training is designed to prepare you for a specific job in CAP. You begin training in one of twenty specialty tracks based on your interests and the unit needs. You'll receive a study guide and/or an ECI course which, along with on-the-job training, will prepare you to progress through the three skill ratings for your specialty.

| Level II Technical Training | |
|---|--|
| Attain Technician Specialty Rating | |
| Complete ECI Course 13 | |
| Attend Squadron Leadership School (SLS) | |
| Basic Leadership Award Ribbon | |
| Certificate of Proficiency | |
| Required for promotion to 1Lt & Capt | |

Show Slide**Specialty Tracks Training**

State: Here are the current specialty tracks for CAP senior members. Each specialty has three levels or skill ratings that members complete as they progress in CAP. These ratings are:

1. Technician
2. Senior
3. Master

| Specialty Tracks Training | |
|---------------------------|--------------------|
| 200 Personnel | 213 Emergency Serv |
| 201 Public Affairs | 214 Communications |
| 202 Finance | 215 Aerospace Ed |
| 203 Inspector | 216 Cadet Program |
| 204 Senior Program | 217 Safety |
| 205 Administration | 218 Plans & Progs |
| 206 Logistics | 219 Legal |
| 210 Flight Ops | 220 Medical |
| 211 Operations | 221 Chaplain |
| 212 Stan-Eval | 223 Historian |

State: When you complete the technician level of your specialty training you are eligible to wear the CAP Leadership Award ribbon and, after meeting time-in-grade requirements you will be eligible for promotion to CAP 1Lt. You add a Bronze Star to the ribbon when you complete the senior rating and a Silver Star for completing the master rating.

Show Slide**Level II Technical Training****Leadership Courses**

State: Along with technical training in Level II, you also begin leadership training. The **CAP Officer Course ECI 13** is a correspondence course designed to train CAP senior members in the areas of leadership and management and communication skills. Certain professional military education courses may substitute for completion of this ECI course. (See CAPM 50-17)

| Level II Technical Training Leadership Courses | |
|---|--------|
| CAP Officer Course | ECI 13 |
| Squadron Leadership School (SLS) | |

State: **Squadron Leadership School** is designed to provide senior members with an understanding of the CAP squadron. This course is conducted at least annually by each CAP wing and prepares senior members for positions of leadership within the squadron.

State: Completion of Level II training results in award of the Certificate of Proficiency and qualifies the member, after meeting time in grade requirements, for promotion to CAP Captain.

Show Slide Level III Management

State: Next, Level III is designed for senior members serving as squadron, group, or wing commanders or staff officers. Members attend the **Corporate Learning Course** to learn about specific areas of wing level management. The course covers how a wing functions and is usually conducted by each wing at least once a year.

| Level III | Management |
|---|------------|
| One year in a command/staff position | |
| Attain Senior rating in specialty | |
| Attend Corporate Learning Course (CLC) | |
| Attend wing, region, or national conference | |
| Grover Loening Award | |
| Promotion to CAP Major | |

State: To satisfy the requirement for this level, senior members must attend two wing, region, or national conferences.

Question: Why would CAP require members to attend conferences?

Answer:

These conferences provide members with a broad view of the CAP organization and issues facing CAP.

State: Completion of Level III requirements qualifies the senior member to receive the Grover Loening Award, named in honor of that famous pioneer, author, and industrialist who strongly supported CAP. Completion also qualifies the member, after time-in-grade requirements are met, for promotion to CAP Major.

Instructor Note: **Grover Cleveland Loening** began research into aviation after graduating from college in 1908. He became general manager of the Wright Aeroplane Company in 1913 and the following year was appointed the first chief aeronautical designer for the US Army Air Service. He later formed his own aviation company and designed the first American-built short-hull flying boat, one of many contributions he made to early aviation.

Show Slide Level IV Command and Staff

State: As you can see from this slide, each level of training involves higher levels of leadership skills. The training you receive in CAP as you progress is the same type of leadership training that cost civilian businesses great sums of money. The skills you learn at Region Staff College help you function as a leader in CAP as well as your civilian job. The requirement to conduct training sessions and

| Level IV | Command and Staff |
|-------------------------------------|-------------------|
| Two years in Command/Staff position | |
| Attain Master rating in specialty | |
| Attend Region Staff College (RSC) | |
| Staff member for conference | |
| Staff member for SLS or CLC | |
| CAP presentation or publication | |
| Paul E. Garber Award | |
| Promotion to Lt Col | |

conferences will help give you the confidence to know you can lead and train subordinates in any environment. Completion of Level IV training qualifies the member for the Paul E. Garber Award.

Instructor Note: **Dr. Paul E. Garber** (1899-1992) was Head Curator of the National Air Museum (later redesignated the National Air and Space Museum) and affiliated with the Smithsonian Institution for 72 years. As a boy, he watched the Wright brothers perform demonstration flights for the army in 1908 at Ft Myer, Virginia and became a lifetime aviation enthusiast. He was recognized as the world's foremost authority on aerospace history.

Show Slide Level V Executive

State: Level V is highest level of CAP career development which is achieved by only the most dedicated senior members. The National Staff College is an executive-level, in-residence course offered once each year at CAP National Headquarters at Maxwell AFB, Alabama. The staff and faculty include CAP members and Air University lecturers as well as other highly qualified individuals.

| Level V Executive |
|-------------------------------------|
| Three years Command/Staff Position |
| Attend National Staff College (NSC) |
| Conduct Level I Course |
| Direct SLS or CLC |
| Staff member at RSC or NSC |
| Gill Robb Wilson Award |

Question: Will someone explain why the Level V award is named after Gill Robb Wilson?

Answer:

Obviously, the highest award in senior training is meant to recognize the founder of CAP, Gill Robb Wilson.

Transition to MP 3 Now that we've looked at the levels of training and advancement in CAP, let's look at some of the categories of membership and responsibilities you have as a senior member.

MP 3 Responsibilities of senior members to the Unit and Cadet Program

A. CAP Membership Categories

Show Slide CAP Membership Categories

State: There are different categories of membership in Civil Air Patrol, each with different qualifications and obligations. CAP Manual 39-2 provides specifics on the different categories of membership. All CAP members must agree to obey those in authority and follow the regulations and Constitution and bylaws of the Corporation.

Instructor Note: There is no reason to go over each membership category. If students want more information on categories, refer them to CAPM 39-2.

| CAP Membership Categories |
|-----------------------------|
| Cadets |
| Seniors |
| Active |
| Patron |
| Retired |
| Aerospace Education Members |
| Business Members |
| Affiliate Members |
| Honorary Members |
| Life Members |

B. CAP Member Responsibilities

Show Slide CAP Member Responsibilities

State: Membership in CAP is a privilege reserved for those who desire to promote the objectives and purposes of CAP. As an active CAP senior member you are required to pay annual membership dues, regularly attend meetings, perform a specific duty assignment, meet training requirements and participate in other unit activities. Specific requirements for senior membership are shown in Chapter 3 of CAPM 39-2.

| |
|---|
| CAP Member Responsibilities Membership is a privilege Membership requirements Membership termination |
|---|

State: Members may be terminated from CAP for cause for incidents involving moral turpitude, financial irresponsibility, insanity, habitual drunkenness, sexual perversion, illiteracy, failure to perform duties, making false statements, failure to obey rules and regulations, insubordination, and conduct unbecoming a CAP member. Member termination procedures are outlined in CAP Regulation 35-3.

State: Most of you have already completed Cadet Protection Program Training (or shortly will) and hopefully appreciate the high level of CAP concern for fair and equitable treatment for all its members. CAP senior members must set the example in dress and conduct and meet the highest standards of moral and ethical behavior in dealing with others.

Transition to MP 4 One aspect of moral and ethical behavior demanded from all members is their full support of the CAP policy toward nondiscrimination.

MP 4 Civil Air Patrol Policy on Discrimination and Sexual Harassment

Show Slide CAP Policy on Discrimination and Sexual Harassment

| |
|--|
| CAP Policy on Discrimination & Sexual Harassment Definition Personal Institutional Sexual harassment CAP policy Reporting |
|--|

Question: Will someone give me a definition of unlawful or arbitrary discrimination?

Answer:

Answers will vary but make sure student answers cover the concept. The Air Force defines unlawful or arbitrary discrimination as any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, ethnic origin, religion, national origin, sex, or age. CAP corporate policy forbids unlawful or arbitrary discrimination.

State: Unlawful or arbitrary discrimination can include many types of discrimination. Today we'll look at three types of discrimination that can have an adverse effect on the workplace and affect the job performance and morale of individuals.

1. Personal discrimination is an action taken by an individual to deprive a person or group of a right because of race, color, ethnic background, religion, national origin, sex, or age. This action may be overt, covert, intentional or unintentional.
2. Institutional discrimination involves actions by an institution that implements policies and procedures depriving a person or group of a right based on these same criteria.
3. Sexual harassment is a form of discrimination defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 - a. Submission to such conduct is made a term or condition of a person's job, pay or career; or
 - b. Submission to or rejection of such conduct is used as a basis for career or employment decisions; or
 - c. Such conduct has the purpose or effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

State: We discriminate each time we make a choice, and sexuality will always exist in the workplace. However, there is no place in a professional work environment for conduct that demeans another person or group. CAP stresses this in its Cadet Protection Program, and CAP policy demands professional conduct by its members toward each other and towards others in the community. In 1991, the National Executive Committee endorsed a policy for CAP to not only be free of discrimination, but to establish an environment of positive human relations where mutual respect and human dignity form the core of everything we do.

State: Each CAP member is expected to report acts of discrimination or sexual harassment to his/her commander or other authorities for investigation and resolution. Commanders and supervisors are expected to treat every incident seriously and to take prompt action to resolve the situation fairly.

Transition to MP 5 Arbitrary or unlawful discrimination would not be a problem if we all followed the guiding ethical principles of the US Air Force and Civil Air Patrol. These ethical principles called core values apply to all members of the Air Force team and provide guidelines for senior CAP members to meet expected standards of behavior.

MP 5 The core values of the US Air Force and Civil Air Patrol

Show Slide

Air Force Core Values

State: First, we'll look at Air Force core values. These core values are discussed in detail in the booklet titled *United States Air Force Core Values*, 1 January 1997. Information is also available on the Internet at the Core Values Website at <http://www.usafa.af.mil/core-value/>.



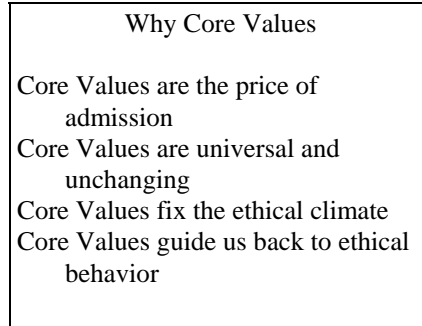
Question: Why do senior CAP members need to know about Air Force Core Values?

Instructor Note: Answers will likely vary from “We don’t” to comments about religion or professionalism. Listed below are four good reasons to recognize core values.

Show Slide

Why Core Values

1. Core values tell us the price of admission to be part of the Air Force family. Anyone affiliated with the Air Force is expected to display honesty, courage, responsibility, openness, self-respect, and humility. Certainly, CAP senior members who wear the same blue uniform are expected to demonstrate *Integrity, Selflessness, and Excellence* in all we do.
2. Core values are universal and unchanging, crossing boundaries of armed services or religious affiliation.
3. Core values help us get a fix on the ethical climate of an organization.
4. Core values serve as guides to direct us back to the path of ethical behavior and transform a climate of ethical corrosion into a climate of ethical commitment.



State: If you still need help translating core values into your daily CAP activities, think about the core values of the person who certified the airworthiness of the CAP aircraft you are about to step aboard. In disaster relief operations, you need to be sure that your co-workers are actually trained and qualified to do their jobs and not there because someone “pencil-whipped” their training folder. In any organization like CAP, core values can mean the difference in accomplishing the mission or even staying alive.

Transition: There are seven CAP core values which reflect the Air Force core values.

Show Slide**CAP Core Values**

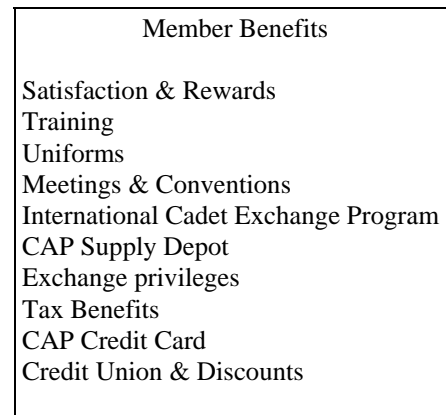
State: In addition to the Air Force core values of Integrity, Excellence, and Service before Self (Volunteerism in CAP terms), CAP adds the core value of respect. Members join CAP because they want to belong to an organization that stands for something. The core values of CAP are a statement of what the organization and its members stand for and what is expected from you as a new member. CAP Core Values are discussed more fully in CAP Pamphlet 50-2, *Civil Air Patrol Core Values*.



Transition to MP 6 We have looked at the responsibilities of senior members to Civil Air Patrol and discussed the Air Force and CAP core values created to set the ethical climate of organizations affiliated with the US Air Force. Now we will turn to some of the benefits of senior membership in CAP.

MP 6 Benefits of Membership in CAP**Show Slide****Member Benefits**

State: Most people who join a volunteer organization do so for a number of reasons. Primarily, they are looking for a way to make a meaningful contribution to their community or to a cause they believe in. As an active CAP member, you can expect the sense of satisfaction of contributing to your community and the rewards of belonging to an organization you can be proud of. Besides these intangible benefits, there are many other benefits of CAP senior membership. For example, CAP members may purchase uniform items at any time from the Army and Air Force Exchange Service. Members on an official CAP activity are authorized to purchase any exchange item, except for state tax-free items, at the base where they are occupying government quarters.



Instructor Note: You may discuss some of the other items shown on the slide or reasons that students listed for joining CAP on their 3x5 cards at the start of this session. You might tell students that CAP members can claim various CAP expenses as charitable contributions on their income taxes. This includes membership dues, uniform and training materials expenses, out-of-pocket expenses, mileage, and travel and living expenses while participating in CAP activities.

Transition to MP 7 To find out about these and other benefits check out CAP regulations and manuals in your unit. This brings us to the next area we want to look at and that is CAP publications and indexes.

MP 7 Civil Air Patrol Publications and Indexes

Show Slides Civil Air Patrol Publications and Indexes

State: During this course we have made many references to CAP manuals and publications. As you progress in CAP you'll find you need to frequently consult CAP references to clarify procedures or answer questions.

| CAP Publications and Indexes | |
|------------------------------|-------------------------------|
| 0 | Indexes |
| 5 | Publications Management |
| 10 | Administrative Communications |
| 20 | Organization and Mission |
| 35 | Personnel Procedures |
| 39 | Personnel- General |
| 50 | Training |
| 55 | Operations |
| 60 | Flying |

State: As you can see on this slide there are many different categories of manuals and publications not to mention all the individual publications that apply to CAP members. You will learn some of these numbers, especially those that apply to your specialty, but the only number you really need to memorize is **0** which is the designation for indexes. If you remember that indexes start with **0** you can easily find any publication, manual or form that applies to CAP members. Review CAP Regulation 0-2 and CAP Regulation 0-9 some time to see the range of publications and forms that are available.

| CAP Publications & Indexes (cont) | |
|-----------------------------------|-----------------------------|
| 62 | Safety |
| 66 | Maintenance of CAP Aircraft |
| 67 | Supply |
| 76 | Transportation |
| 77 | Motor Vehicles |
| 87 | Real Estate |
| 100 | Communications Electronics |
| 111 | Legal |
| 112 | Claims |
| 123 | Inspection |

Transition to MP 8 Before we wrap things up and see how much of this you remember, I want to take a few minutes to talk about the specific responsibilities and benefits associated with belonging to this unit.

MP 8 Local Unit/Wing Responsibilities and Benefits

Instructor Note: You may want to make up a chart or slide to cover the areas that apply to your particular unit and wing. If you have already covered the material elsewhere, go ahead and summarize the lesson.

| CAP Publications & Indexes (cont) | |
|-----------------------------------|---------------------|
| 147 | Exchange Service |
| 160 | Medical |
| 173 | Finance |
| 190 | Public Affairs |
| 210 | History |
| 265 | Chaplain Activities |
| 280 | Aerospace Education |
| 900 | Miscellaneous |

SUMMARY:

Show Slide Main Points

Instructor Note: While showing the main point slide briefly review the highlights of the video and the main points of the presentation. Acknowledge significant contributions and points made by students during the discussion.

CLOSURE: That concludes the Level I Orientation Course except for a bit of evaluation and feedback. Before we do that, I'll be glad to answer any questions you might have on the material we have covered in the course.

MAIN POINTS

Five Levels of Senior Member Training
Relationship between Training and Advancement
Responsibilities to the Unit and Cadet Program
Civil Air Patrol policy on Discrimination &
Sexual Harassment
The core values of the US Air Force & CAP
Benefits of Membership in Civil Air Patrol
Civil Air Patrol Publications and Indexes
Local Unit and Wing Responsibilities

Instructor Note: After answering questions, tell the students that after a break they will complete a 50 question quiz, a quiz review, and an end-of-course evaluation. Tell students that this is not a pass/fail quiz but that they should give their best efforts.

Transition to Evaluation: If there are no more questions, take a break and come back ready to demonstrate how much you have learned about Civil Air Patrol.

Section B

EVALUATION

DESCRIPTION AND PURPOSE

1. The end-of course quiz for the Level I CAP Orientation Course consists of 50 questions. Its purpose is reinforcement, not measurement. Therefore, the instructor should not be concerned about individual raw scores or make any attempt to differentiate between low and high achievers. No attempt should be made to correlate raw scores into a grading system.
2. The review of the quiz is a very important part of the course for the students. The intent of the review is to clear up misunderstandings which otherwise senior members could take back to their units and into level two training.

QUIZ ADMINISTRATION

1. The Level One quiz should be reproduced at the local level so that each student will have a copy. No grades or record of the administration of this quiz need be maintained.
2. After completing the instruction phase for Part V of the Orientation Course, students should be given a break and a chance to look over the notes they have taken during the presentation. The Instructor should ask if there are any questions prior to administering the **closed-book** quiz. Before administering the quiz, tell the students:
 - a. The quiz consists of 50 multiple-choice, matching and true/false questions.
 - b. On the multiple-choice items circle the letter of the selected response.
 - c. On true/false and matching questions, write T or F or the appropriate letter in the space beside the quiz item.
 - d. No time limit is set for completion, but 30 minutes should be sufficient time to complete the quiz.
 - e. Breaks may be taken by individual students during the quiz if required.
 - f. When finished, students should place the quiz face down and leave the area.
 - g. Students should return at a specified time to begin review of the quiz.

REVIEW OF QUIZ

1. The review of the quiz is the last opportunity to reinforce the information presented in the course. At the end of the review the student should be able to state why he/she chose a correct answer or explain why an incorrect answer is wrong. Again, the intent of the quiz is not to differentiate between high and low scorers but to assist students and instructors in verifying that the material is understood.

2. Students should be told at the beginning of the review that they are allowed to keep their copy of the quiz for their own personal study and review. They may make notes on their copy including references provided by the instructor. Students should mark their own answers as the instructor goes through each quiz question. Instructors may call on individuals in turn to provide answers and the rationale for correct responses to each question. Instructors are encouraged to also call on students to explain why a particular response or why an alternative choice is incorrect.

Instructor Note: Remember the quiz is designed to reinforce learning and is not intended to determine who passes the course. Time does not allow for a lengthy discussion of each answer. If a student wants more information or wishes to challenge an answer, have them first consult the reference provided on the answer sheet and then discuss any remaining concerns with the student after the surveys are completed and certificates awarded.

ORIENTATION END-OF-COURSE SURVEY

After the review of the quiz, instructors should pass out the Orientation End-of-Course Evaluation survey. Students should be told to **not** place their name on the survey and to mark the appropriate response for each question and add any additional comments in the space provided.. Course directors and program officers should review this feedback for possible improvements to the course at the local level. Each instructor who participates in teaching the course should complete the Instructor Evaluation of Orientation Course survey. Course directors should forward all surveys to HQ CAP/ETS, 105 S. Hansell St., Bldg 714, Maxwell AFB, AL 36112-6332, along with the Director' Report. HQ CAP/ETS will review these surveys to determine strengths and weaknesses in the course curriculum and to make improvements in future editions of the course.

ORIENTATION PROGRAM CERTIFICATE

Upon completion of the Orientation Course, members are eligible to receive the Civil Air Patrol Orientation Program Certificate, CAPC-13. Instructors should order sufficient quantities of this certificate using CAP Form 8 to be able to present the certificate upon completion of the Orientation Course.

Name: _____ CAP ORIENTATION COURSE QUIZ Date: _____

1. Which of the following is sponsored by CAP and is designed to promote an understanding of Aerospace Education throughout the nation?
 - a. American Aerospace Workshop.
 - b. National Aerospace Conference.
 - c. National Educators Conference on Aviation.
 - d. National Congress on Aviation and Space Education.
2. Which of the following documents would be valuable in finding what CAP publications are available?
 - a. CAPR 60-1.
 - b. CAPR 39-1.
 - c. CAPR 0-2.
 - d. CAPM 50-17.
3. Level II of the senior training program is known as
 - a. Orientation.
 - b. Management.
 - c. Executive.
 - d. Technical Training.
4. Which award is associated with completing Level V of the senior training program?
 - a. Certificate of Proficiency.
 - b. Paul E. Garber Award.
 - c. Gill Robb Wilson Award.
 - d. Grover Loening Aerospace Award.
5. CAP members should recite the Pledge of Allegiance
 - a. indoors or outdoors in civilian clothes.
 - b. outdoors in a military-style uniform while in a military formation.
 - c. indoors in a military-style uniform while in a military formation.
 - d. all of the above.
6. The basic operational unit in CAP is the
 - a. wing.
 - b. region.
 - c. group.
 - d. squadron.
7. CAP units observe customs and courtesies for all the following reasons **except**
 - a. to preserve traditions.
 - b. to show mutual respect.
 - c. to give members a sense of belonging.
 - d. to recognize the more important members in the organization.
8. The individual who envisioned the concept of CAP prior to WW II and served as the first CAP executive officer was
 - a. General Hap Arnold.
 - b. General Carl Spaatz.
 - c. Grover Loening.
 - d. Gill Robb Wilson.
9. CAP units performed all the following missions during WW II **except**
 - a. border patrol.
 - b. armed submarine patrol.
 - c. airfield and resource security.
 - d. combat operations in overseas theaters.
10. Civil Air Patrol became the official US Air Force auxiliary when Congress approved Public Law 557 in
 - a. 1941.
 - b. 1946.
 - c. 1948.
 - d. 1952.
11. To effectively employ civil aviation resources, CAP was created under the Office of Civil Defense on
 - a. December 1, 1941.
 - b. December 7, 1941.
 - c. August 23, 1943.
 - d. June 1, 1946.
12. In July 1946, Public Law 476 called on CAP to perform all the following missions **except**
 - a. aviation education and training.
 - b. encourage and foster civil aviation.
 - c. armed submarine reconnaissance.
 - d. assistance in emergency operations.
13. The subordinate governing body for the National Board is known as the
 - a. executive director.
 - b. CAP-USAF Offices.
 - c. National Executive Committee.
 - d. National Commander's Working Group.
14. CAP senior members are authorized to wear
 - a. only ribbons earned while a senior member.
 - b. only their highest US armed services decoration.
 - c. their highest achievement award earned as a cadet.
 - d. all cadet and senior ribbons if in correct order.
15. CAP members must **not** wear the service uniform while
 - a. traveling on military aircraft.
 - b. engaged in commercial enterprises.
 - c. traveling to and from CAP meetings.
 - d. attending unit social events.

16. Identify the correct senior rank.
 - a. A single gold bar equals first lieutenant.
 - b. A single silver stripe equals flight officer.
 - c. A gold oak leaf equals lieutenant colonel.
 - d. Two silver bars equals second lieutenant.

17. Identify the correct cadet rank.
 - a. Three stripes equals staff sergeant.
 - b. One diamond equals captain.
 - c. Six stripes equals first lieutenant.
 - d. Two diamonds equals lieutenant colonel.

18. A senior member begins specialty track training during what level of training?
 - a. Level II.
 - b. Level III.
 - c. Level IV.
 - d. Level V.

19. Which of the following is **not** a category of senior CAP membership?
 - a. Life.
 - b. Honorary.
 - c. Business.
 - d. Auxiliary.

20. When outdoors in military style uniform, a CAP lieutenant should salute
 - a. only other CAP personnel in uniform.
 - b. all members of the US Armed Services.
 - c. military personnel who are senior in rank.
 - d. all vehicles containing individuals senior in rank.

21. When wearing Air Force style uniforms, CAP senior members
 - a. must meet Air Force weight standards.
 - b. must meet Air Force grooming standards.
 - c. may have a neatly trimmed beard.
 - d. may exceed Air Force grooming standards if hair is neatly trimmed and conservative.

22. Which of the following is **not** considered a core value of the US Air Force?
 - a. Integrity first.
 - b. Service before self.
 - c. Excellence in all we do.
 - d. Total Quality is our standard.

23. If outdoors in military uniform on a military installation during the playing of *Retreat* and the *National Anthem*, a CAP member should
 - a. move quickly to the nearest indoor location.
 - b. stand at attention with the right hand over the heart.
 - c. salute at the first note of *Retreat* and hold the salute until the *National Anthem* is finished.
 - d. come to attention when the *National Anthem* begins and salute in the direction of the music.

24. The three-part mission of CAP is composed of
 - a. Search and Rescue, Disaster Relief and Cadet Program.
 - b. Communications, Search and Rescue, and Aerospace Education.
 - c. Cadet Program, Communications, and Emergency Services.
 - d. Aerospace Education, Emergency Services, and Cadet Program.
25. Region commanders are
 - a. selected by the National Board.
 - b. chosen by the wing commanders in the region.
 - c. appointed by the National Commander.
 - d. elected by the members of the region.
26. Which of the following is **not** a part of the emergency services mission of CAP?
 - a. Disaster relief.
 - b. Search and rescue.
 - c. Counterdrug operations.
 - d. Humanitarian services.
27. The Secretary of the Air Force normally authorizes or provides all the following types of support to CAP **except**
 - a. excess DoD property.
 - b. use of Air Force facilities.
 - c. funds for fuel and operational expenses.
 - d. funds for uniforms for senior members.
28. The three specialty track ratings which senior members progress through are
 - a. Level II, Level III, and Level IV.
 - b. technician, senior and master.
 - c. Management, Command and Executive.
 - d. squadron, wing and region.
29. The program elements which provide the basis for the Cadet Program include all the following **except**
 - a. physical fitness.
 - b. moral leadership.
 - c. aerospace education.
 - d. religious training.
30. CAP units may be tasked to accomplish all the following missions **except**
 - a. counterdrug operations.
 - b. aerial surveying.
 - c. communications support.
 - d. combat operations.

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1 July 97

Match the following items by placing the correct letter for the **best** answer in the blank next to the number below.

- | | |
|------------------------------------|---|
| ___ 31.MGen John F. Curry. | a. New York mayor appointed director of the Office of Civilian Defense. |
| ___ 32.Gen H. H. (Hap) Arnold. | b. Completed during Level II training. |
| ___ 33.Paul E. Garber. | c. Includes the Executive Director and staff. |
| ___ 34.CAP National Board. | d. Prepares members for command and staff positions. |
| ___ 35.HQ CAP-Corporate Offices. | e. Commanding AAF general who supported CAP. |
| ___ 36.Composite Squadron. | f. Considered an Air Force-style utility uniform. |
| ___ 37.CAP Jump suit. | g. Aerospace historian and advocate for CAP. |
| ___ 38.CAP Service Dress. | h. Normally worn for ceremonies, parades, and official visits. |
| ___ 39.Squadron Leadership School. | i. Appointed first CAP national commander in Dec 1941. |
| ___ 40.Region Staff College. | j. Governing body for CAP. |
| | k. May wear with grade insignia when not meeting grooming standards. |
| | l. Composed of senior members and cadets. |
-

TRUE OR FALSE

41. ____ When CAP members wear the uniform, they should use the courtesies, customs, and protocol of the USAF and CAP.
42. ____ Senior members and cadets 18 or older must meet CAP weight standards in order to wear any CAP uniform.
43. ____ Because of the successful accomplishment of its missions during WW II, CAP was transferred to the War Department in April 1943.
44. ____ CAP air and ground units perform most of the inland search and rescue missions in the US.
45. ____ The National Executive Committee includes all region and wing commanders.
46. ____ The Senior Air Force Advisor is also the commander of all active duty and DoD civilians assigned to Headquarters CAP-USAF.
47. ____ When wearing the military style uniform, women's hair may touch but not fall below the bottom edge of the collar.
48. ____ Cadet members who transfer to senior member status retain the highest rank earned as a cadet.
49. ____ Senior members must complete Level III training to be eligible for promotion to CAP Major.
50. ____ CAP membership dues, uniforms, and training materials are deductible on federal income taxes.

ORIENTATION COURSE QUIZ ANSWER KEY
(See Instructor Guide and the references shown below)

| Q | A | Reference | Q | A | Reference |
|----------|----------|---------------------------|----------|----------|-----------------------|
| 1. | d | CAPM 50-1 Chapter 4 | 26. | c | CAPM 50-2 Pages 7-9 |
| 2. | c | CAPM 0-2 | 27. | d | CAPM 50-1 Chapter 2 |
| 3. | d | CAPM 50-17 Chapter 4 | 28. | b | CAPM 50-17 Para 4-2 |
| 4. | c | CAPM 50-17 Chapter 7 | 29. | d | CAPM 50-16 Para 1-3 |
| 5. | a | CAPP 3 Chapter 3 | 30. | d | CAPM 50-1 Pages 9-10 |
| 6. | d | CAPM 50-1 Chapter 2 | 31. | I | CAPM 50-1 Pages 3-4 |
| 7. | d | CAPP 151 Section A | 32. | e | CAPM 50-1 Page 4 |
| 8. | d | CAPM 50-1 Chapter 1 | 33. | g | CAPM 50-17 Chapter 6 |
| 9. | d | CAPM 50-1 Chapter 1 | 34. | j | CAPM 50-1 Page 17 |
| 10. | c | CAPM 50-1 Chapter 1 | 35. | c | CAPM 50-1 Chapter 2 |
| 11. | a | CAPM 50-1 Chapter 1 | 36. | l | CAPM 50-1 Chapter 3 |
| 12. | c | CAPM 50-1 Chapter 1 | 37. | k | CAPM 39-1 Para 7-6 |
| 13. | c | CAPM 50-1 Chapter 2 | 38. | h | CAPM 39-1 Para 2-2 |
| 14. | c | CAPR 39-3 Section A3 | 39. | b | CAPM 50-17 Para 4-6 |
| 15. | b | CAPM 39-1 Chapter 1 | 40. | d | CAPM 50-17 Para 6-3 |
| 16. | b | CAPM 39-1 Figure 6-4 | 41. | T | CAPP 151 Page 1 |
| 17. | d | CAPM 39-1 Figure 6-10 | 42. | F | CAPM 39-1 Para 1-4 |
| 18. | a | CAPM 50-17 Chapter 4 | 43. | T | CAPM 50-1 Page 9 |
| 19. | d | CAPM 39-2 Para 1-2 | 44. | T | CAPM 50-2 Page 7 |
| 20. | c | CAPM 151 Section A2b | 45. | F | CAPM 50-1 Page 18 |
| 21. | b | CAPM 39-1 Para 1-11 | 46. | T | CAPM 50-2 Page 11 |
| 22. | d | USAF Core Values Pamphlet | 47. | T | CAPM 39-1 Atch 1 |
| 23. | d | CAPP 151 Section A2a | 48. | F | CAPR 35-5 Section A-4 |
| 24. | d | CAPM 50-2 Page 4 | 49. | T | CAPM 50-15 Para 5-4 |
| 25. | c | CAPM 50-1 Page 19 | 50. | T | Missions for America |

Unit: _____

Date: _____

INSTRUCTOR EVALUATION OF ORIENTATION COURSE

Please circle the number which corresponds with your evaluation of each question.

1=strongly disagree 2=disagree
3=neither agree nor disagree
4=agree 5=strongly agree

1. The orientation course covered the information new CAP members need.
1 2 3 4 5
2. The time allotted to cover the material was about right.
1 2 3 4 5
3. Visual aids were well developed and useful.
1 2 3 4 5
4. The videotape segments were effective in helping students understand CAP.
1 2 3 4 5
5. The quiz evaluated students' knowledge of the lesson materials thoroughly and fairly.
1 2 3 4 5
6. The course met its objectives of orienting new CAP senior members.
1 2 3 4 5
7. Instructing the orientation course was a good investment of my time and effort.
1 2 3 4 5
8. The student guide was a valuable help to students during the course.
1 2 3 4 5
9. The instructor guide was a valuable aid in presenting the course.
1 2 3 4 5
10. The instructor guide was well prepared and organized.
1 2 3 4 5

Please circle the answer that corresponds to your situation

1. Number of times (including this) you have taught the orientation course
1 2 3 4 or more
2. Your education level (number of years)
12 13 14 15 16 17 18
19 or more
3. Number of students in this course
5 or less 6-12 More than 12
4. Your years of experience as a senior member in CAP
Less than 2 2 to 4 More than 4

What would you change, expand or delete from this course?

Additional Comments (continue on reverse if needed) _____

ORIENTATION

END-OF-COURSE EVALUATION

Please circle the number which corresponds with your evaluation of each question.

1=strongly disagree 2=disagree 3=neither agree nor disagree 4=agree 5=strongly agree

1. The course material was well organized.

1 2 3 4 5

2. The material covered in the allotted time was about right.

1 2 3 4 5

3. Visual aids were well developed and useful.

1 2 3 4 5

4. The videotape segments were effective in helping me understand CAP.

1 2 3 4 5

5. The quiz evaluated my knowledge of the lesson materials thoroughly and fairly.

1 2 3 4 5

6. The course met its objectives of orienting new CAP senior members.

1 2 3 4 5

7. The orientation course was a good investment of my time and effort.

1 2 3 4 5

8. The student guide was a valuable help to me during the course.

1 2 3 4 5

9. The instructor clearly established the objectives of each lesson and for the overall course.

1 2 3 4 5

10. The instructor was well prepared and organized.

1 2 3 4 5

11. The instructor presented the material in a clear and understandable way.

1 2 3 4 5

12. The instructor established rapport and interacted well with the group.

1 2 3 4 5

13. The instructor asked and answered questions clearly.

1 2 3 4 5

14. The instructor showed enthusiasm and concern for the learning of all students.

1 2 3 4 5

15. The instructor had a thorough knowledge of the subject matter.

1 2 3 4 5

16. What would you change, expand or delete from this course?

17. What would you like to know about CAP that was **not** covered in this course?

18. Additional Comments: (continue on reverse if needed)

Additional Comments:

LEVEL I ORIENTATION COURSE



STUDENT GUIDE

Name: _____

ORIENTATION COURSE

SECTION C STUDENT GUIDE

INTRODUCTION

Welcome to Civil Air Patrol. This Orientation Course may be the most important class you attend as a Civil Air Patrol member because it provides you with information you need to begin your career in CAP successfully. This videotape based orientation course will last from four to six hours and give you the basics of Civil Air Patrol. Your instructor will use the videotape in conjunction with a lesson plan and locally developed information to present a carefully planned orientation course for you - the new member. The video tape is **not** intended as a stand alone product to take home for self-study. The tape along with the lesson should be the basis for questions, discussion, and classroom participation which will help you to see how you fit into the important mission of Civil Air Patrol.

This student guide will help you prepare for the orientation course and assist you with note-taking during the course. The student guide provides you with reading assignments that should be accomplished before the day of the course. Some of the references are included in the senior member packet while others such as CAPM 50-1 may be obtained from your course director or by ordering a personal copy from the CAP Bookstore at 1-800-633-8768. The student guide also includes other reference materials which may be reviewed for more in-depth information. The student guide includes the lesson objectives and main points for each part of the course. Lesson objectives tell you what you should know or should be able to do when the lesson is completed. Lesson objectives also provide the basis for the quiz questions at the end of the course. If you complete the required readings and study the lesson objectives and then take notes and participate in class, you should handle the quiz with flying colors.

At the conclusion of the presentation, the instructor will administer a course quiz. After the quiz the instructor will review the items and ask questions. Remember this quiz review phase may be your last opportunity to correct misunderstandings that you might otherwise take with you as you begin the next phase of your CAP career.

After the quiz is reviewed, instructors will distribute an end-of-course survey and ask you to evaluate the course. This survey will provide feedback to HQ CAP/ETS, Senior Programs, on how to improve future versions of the orientation course. It is our sincere desire at Senior Programs to provide you with the information you need during this Orientation Course that will help you begin your career in Civil Air Patrol successfully. We look forward to a long and successful association with you as you progress through the next levels of senior member training in Civil Air Patrol.

Name: _____

ORIENTATION COURSE STUDENT GUIDE

PERIOD TITLE: **Part I Civil Air Patrol History**

REFERENCES/READING ASSIGNMENTS: **Read:** CAP Manual 50-1, *Introduction to Civil Air Patrol, Chapter One*; CAP Manual 50-2, *Civil Air Patrol, Auxiliary to the US Air Force*, Pages 2-3; **Review:** *Missions For America, The Civil Air Patrol Story*, Pages 1-3.

GOAL: The goal of this lesson is for each member to know the history and evolution of Civil Air Patrol into the organization it is today. In addition, members will learn about significant events and people associated with their local unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Explain why Civil Air Patrol was formed.
2. Recall the contributions of important individuals in the historical development of Civil Air Patrol.
3. Outline the types of Civil Air Patrol missions in World War II.
4. Describe when and how Civil Air Patrol was incorporated following WW II.
5. Describe when and how Civil Air Patrol became the USAF's permanent auxiliary.
6. Identify important events and people associated with the local unit and/or wing.

LESSON OUTLINE/MAIN POINTS:

MP 1 Formation of Civil Air Patrol

- a. Concerns for civil aviation

- b. Initiatives

MP 2 Founders and supporters of Civil Air Patrol

- a. Gill Robb Wilson

- b. General H. H. (Hap) Arnold
- c. Thomas Beck
- d. Guy Gannet
- e. Fiorello LaGuardia
- f. Major General John F. Curry

Name: _____

MP 3 Civil Air Patrol during World War II

- a. Submarine patrol
- b. Other WW II missions
- c. Transfer to War Department

MP 4 Civil Air Patrol during the post-war period

- a. Public Law 476
- b. Post-war objectives

MP 5 Civil Air Patrol: The USAF's permanent auxiliary

- a. National Security Act of 1947
- b. Public Law 557

MP 6 History and people associated with the local unit and/or wing

Name: _____

ORIENTATION COURSE STUDENT GUIDE

PERIOD TITLE: **Part II Civil Air Patrol Missions and Organization**

REFERENCES/READING ASSIGNMENTS: **Read:** CAP Manual 50-1, *Introduction to Civil Air Patrol*, Chapters Two & Four; CAP Manual 50-2, *Civil Air Patrol, Auxiliary to the US Air Force*, Pages 4-11; **Review:** *Missions For America, The Civil Air Patrol Story*, Pages 3-4; Civil Air Patrol Manual 20-1, *Organization of Civil Air Patrol*; Civil Air Patrol Regulation 20-3, *Charters and Other Organizational Actions*.

GOAL: The goal of this lesson is for each member to know the missions and organization of Civil Air Patrol. Members should also gain an appreciation for the role of CAP in advancing aerospace education, in supporting cadet programs and in providing emergency services to the citizens of the United States. Participants will learn the organizational structure and chain of command for Civil Air Patrol. Participants will also learn the particular mission and organization of their unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Define the missions of Civil Air Patrol.
2. Describe the role of internal and external aerospace education programs.
3. Summarize the Civil Air Patrol cadet program.
4. Explain the role of Civil Air Patrol in emergency services.
5. Identify other missions of Civil Air Patrol.
6. Outline the general organization of Civil Air Patrol.
7. Identify the function and purpose of national and regional officers and governing bodies.
8. Describe the relationship between Civil Air Patrol and the USAF.
9. Explain the purpose and structure of the USAF Region and Wing Liaison offices.
10. Demonstrate an understanding of the mission and organization of the local unit and/or wing.

LESSON OUTLINE/MAIN POINTS:

MP 1 Civil Air Patrol Vision and Mission

a. Civil Air Patrol Vision Statement

b. Civil Air Patrol Mission Statement

MP 2 Missions of Civil Air Patrol.

a. Aerospace Education

b. Cadet Programs

Name: _____

c. Emergency Services

d. Other missions

MP 3 Organization of Civil Air Patrol

a. National and Regional Offices

b. Relationship between Civil Air Patrol and the USAF

c. Purpose and structure of Region and Wing Liaison Offices

MP 4 Where the local unit and/or wing fits within Civil Air Patrol

Name:_____

ORIENTATION COURSE STUDENT GUIDE

PERIOD TITLE: **Part III Civil Air Patrol Uniforms**

REFERENCES/READING ASSIGNMENTS: **Read:** Civil Air Manual 39-1, *Civil Air Patrol Uniform Manual*, Chapter One, (review entire manual). **Review:** Civil Air Patrol Visual Aid 39-1, *Civil Air Patrol Grooming Standards*; Civil Air Patrol Regulation 39-3, *Award of Civil Air Patrol Medals, Ribbons, and Certificates*; Civil Air Patrol Pamphlet 151, *Standards, Customs, and Courtesies*, Section C; and the *Civil Air Patrol Bookstore Catalog*.

GOAL: The goal of this lesson is for each participant to know the proper wear and maintenance of Civil Air Patrol uniforms and insignia. Participants will learn proper grooming standards and responsibilities for correcting deviations from standards. In addition, members will learn uniform requirements for the local unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Explain why proper grooming and uniform wear are important to Civil Air Patrol.
2. Identify various uniform combinations permitted within Civil Air Patrol.
3. Give examples of when, and when not, to wear various Civil Air Patrol uniforms.
4. Demonstrate the proper wear of Civil Air Patrol decorations and insignia.
5. Determine proper uniform wear for the local unit and/or wing.

LESSON OUTLINE/MAIN POINTS:

MP 1 Importance of Grooming and Uniform Standards

a. Grooming standards

b. Uniform standards

MP 2 Civil Air Patrol Uniform Combinations

a. CAP Blazer combination

b. Blue Shirt combination

c. Service Dress

Name: _____

d. AF Flight Suit

e. CAP Jump Suit

f. BDU's

g. Mess Dress

MP 3 When and Where to Wear Civil Air Patrol Uniforms

a. When to wear the uniform

b. When not to wear the uniform

MP 4 Civil Air Patrol Decorations, Ribbons and Badges

MP 5 Local Uniform Requirements

Name:_____

ORIENTATION COURSE STUDENT GUIDE

PERIOD TITLE: **Part IV Civil Air Patrol Customs and Courtesies**

REFERENCES/READING ASSIGNMENTS: **Read:** Civil Air Patrol Pamphlet 151, Standards, Customs and Courtesies; Civil Air Patrol Pamphlet 3, *Guide to Civil Air Patrol Protocol*. **Review:** Civil Air Patrol Regulation 900-2, *Use of Civil Air Patrol Seal and Emblem, Use and Display of the US Flag and Civil Air Patrol Flags*; Civil Air Patrol Manual 39-1, *Civil Air Patrol Uniform Manual*; Civil Air Patrol Regulation 35-5, *Civil Air Patrol Officer and Noncommissioned Officer Appointments and Promotions*; Civil Air Patrol Manual 50-17, *Civil Air Patrol Senior Member Training Program*; Civil Air Patrol Manual 50-16, *Cadet Program Manual*; Civil Air Patrol Visual Aid 177A, *Cadet Progress Chart through Mitchell*, and 177B, *Cadet Officer Progress Chart through Spaatz*.

GOAL: The goal of this lesson is for each participant to know the customs and courtesies of Civil Air Patrol. Participants will become familiar with the salute, protocol, ceremonies, and proper respect and honors for the flag. Members will also learn about customs and courtesies associated with the local unit and/or wing.

LESSON OBJECTIVES:

Each participant should be able to:

1. Demonstrate knowledge of the rank structure of Civil Air Patrol.
2. Summarize customs and courtesies of Civil Air Patrol.
3. Identify protocol associated with Civil Air Patrol ceremonies and functions.
4. Demonstrate when and how to render a proper salute.
5. Give examples of proper courtesies to the flag.
6. Identify customs and courtesies associated with the local unit and/or wing.

LESSON OBJECTIVES/MAIN POINTS:

MP 1 Rank Structure of Civil Air Patrol

a. Senior member insignia

b. Cadet insignia

MP 2 Customs and Courtesies of Civil Air Patrol

MP 3 Protocol and Ceremonies

Name: _____

- a. Protocol
- b. Ceremonies

MP 4 Saluting**a. SALUTE EVALUATION CHECKLIST**

- ◇ Raise right hand smartly along the buttons of the jacket or shirt.
- ◇ Extend and join the forefingers.
- ◇ Place the thumb along the forefingers.
- ◇ Keep the palm flat.
- ◇ Face the palm toward the body.
- ◇ Tilt the palm slightly toward the face.
- ◇ Hold the upper arm horizontal, slightly forward of the body and parallel to the ground.
- ◇ Ensure the tip of the middle finger touches the outside corner of the right eyebrow or the front corner of the glasses.
- ◇ Keep the rest of the body at attention.
- ◇ To lower the salute, bring the arm smoothly and smartly downward retracing the same path.
- ◇ Return to the position of attention.

- b. Who and when to salute

MP 5 Honors to the National Flag**MP 6 Customs and Courtesies of the Local Unit and Wing**

Name: _____

ORIENTATION COURSE STUDENT GUIDE

PERIOD TITLE: **Part V Civil Air Patrol Senior Member Program**

REFERENCES/READING ASSIGNMENTS: **Read:** CAP Manual 50-17, *Civil Air Patrol Senior Member Training Program*; CAP Manual 50-1, *Introduction to CAP*, Chapter 3. **Review:** *Missions for America: The Civil Air Patrol Story*, Pages 5-6; CAP Regulation 147-1, *Army and AF Exchange Privileges of Civil Air Patrol Members*; CAP Regulation 39-1, *Nondiscrimination in Federally Assisted Programs*; CAP Regulation 76-1, *Travel of Civil Air Patrol Members via Military Aircraft and Surface Vehicles and Use of Military Facilities*; CAP Regulation 900-4, *Automatic Liability*; CAP Regulation 900-5, *The Civil Air Patrol Insurance/Benefits Program*; CAP Regulation 900-6, *Hull Self Insurance*; CAP Regulation 900-7, *Vehicle Self Insurance*.

GOAL: The goal of this lesson is for each participant to know the senior member training program and the responsibilities and benefits of CAP membership. Members will learn CAP policies toward discrimination and sexual harassment and USAF and CAP core values. Members will also become familiar with CAP publications and indexes. Specifics for all these areas for the local unit and/or wing will also be covered.

LESSON OBJECTIVES:

Each participant should be able to:

1. Describe the five levels of the senior member training program.
2. Summarize the relationship between the five levels of senior training and advancement in CAP.
3. Explain the responsibilities of senior members to their unit and to the Cadet program.
4. State the Civil Air Patrol policy on discrimination and sexual harassment.
5. Summarize the core values of the US Air Force and Civil Air Patrol.
6. Give examples of the benefits of senior membership in Civil Air Patrol.
7. Demonstrate familiarity with CAP publications and indexes.
8. Summarize responsibilities and benefits of membership in the local unit.

LESSON OUTLINE/MAIN POINTS:

MP 1 The Five Levels of Senior Member Training
MP 2 Relationship between Levels of Training and Advancement

- a. Level I Orientation

- b. Level II Technical Training

- c. Level III Management

- d. Level IV Command and Staff

Name: _____

- e. Level V Executive

MP 3 Responsibilities to the Unit and Cadet Program

- a. Membership categories
- b. CAP member responsibilities

MP 4 Civil Air Patrol policy on discrimination and sexual harassment

MP 5 The core values of the US Air Force and Civil Air Patrol

- a. Air Force core values
- b. Civil Air Patrol core values

MP 6 Benefits of Membership in Civil Air Patrol

MP 7 Civil Air Patrol Publications and Indexes

MP 8 Local Unit and Wing Responsibilities

Name:_____